

Childminder report

Inspection date: 10 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant form a good team. They work seamlessly together to create a warm and nurturing environment. Their genuine care helps children to feel happy and safe. Children who have recently joined the setting are already settled and emotionally secure. The childminder and her assistant set high expectations for all children. They follow a consistent and thoughtful approach to managing children's behaviour, which parents appreciate. Children play cooperatively, often sharing lots of laughter, particularly during outdoor activities. This joyous atmosphere has great effects on children's learning and development. It motivates children to play well.

The childminder's curriculum emphasises developing children's communication and language skills. Both the childminder and her assistant speak English clearly and read to children regularly. This helps to build on and extend children's vocabulary. Over time, children become confident in expressing themselves. For instance, in the mud kitchen, they excitedly talk about making sandwiches for each other and the adults. Additionally, the childminder encourages children's independence skills, which helps them take responsibility for their personal needs. This fosters the development of essential skills needed for children's next stage of education, including school. Children's positive attitudes towards learning reflect their good progress.

What does the early years setting do well and what does it need to do better?

- The childminder is an experienced and passionate practitioner, who is deeply committed to providing children with high-quality care and education. Her dedication to continuous improvement reflects her drive to ensure that each child thrives in a nurturing and inclusive environment.
- The childminder recognises the importance of developing her professional skills to improve her practice. She and her assistant are participating in the Early Years Professional Development Programme to enhance their teaching knowledge. For instance, they have learned how to incorporate mathematics into their curriculum, resulting in children using numbers in their activities more frequently. The childminder's assistant appreciates the support she receives from the childminder for her professional growth.
- The childminder observes children's learning, enabling her to identify gaps, such as speech delays. Consequently, children make notable progress from their starting points. The childminder collaborates with her assistant to integrate children's interests into planned activities. However, there are times when she does not establish clear learning intentions for these activities. Hence, children's learning is not always extended as effectively as it could be.
- The childminder and her assistant teach children to behave well. They model

polite words, such as thank you and please, which children repeat. Children show respect for others and their environment.

- Children learn about healthy lifestyles. They delight in exercising and getting fresh air. This is particularly beneficial for children learning to take their first steps. Alongside physical activity, children also learn about the significance of good hygiene practices. These opportunities promote children's well-being and teach them healthy habits from an early age.
- The childminder regularly takes children into the local community. For example, she visits parks to enable children to explore nature. The childminder also takes children to the library, where they listen to older children reading age-appropriate books and participate in singing activities. Through these learning experiences, children broaden their understanding of the world around them.
- The childminder evaluates her service rigorously. For example, since the last inspection, she has reviewed how they organise the daily routines to maximise their interactions with children. This has had a positive impact, especially on children who speak English as an additional language.
- The partnership with parents is strong. The childminder puts considerable effort into accommodating the needs of working parents. She offers helpful suggestions on how parents can support their children's care and education, including advice on sleep routines and healthy eating. Parents are delighted with the childminder's regular updates on their children's progress. They appreciate the childminder's kind and welcoming nature, which fosters a positive and collaborative relationship.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider using information from assessments more effectively to identify clear learning intentions to extend children's learning.

Setting details

Unique reference number	EY444326
Local authority	Merton
Inspection number	10355096
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	16 November 2018

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Merton. She offers care all year round, from 8am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the setting and discussed the early years curriculum. They jointly observed a planned activity and evaluated the impact on children's learning.
- The inspector spoke with the childminder and her assistant during the inspection. She engaged with children at appropriate times.
- Parents expressed their opinions on the quality of education through questionnaires.
- The inspector observed the quality of education provided indoors and outdoors and assessed its impact on children's learning. She looked at relevant documentation and reviewed the evidence of the childminder's training and suitability checks.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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