

# Childminder report

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Inspection date: 4 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 plans activities carefully, considering what she wants the children to learn and how best to teach them, covering all seven areas of learning. Activities are based on children's interests and build on what they have already learned, so supporting them to develop their knowledge further. Children develop positive attitudes to their play and are eager to learn while playing with the childminder. For example, children happily engaged with the childminder during a game to test 'how long the monkeys stayed on the tree' while it spun around. The childminder is enthusiastic and engages well with the children. The children enjoy lots of outdoor activities and trips with the childminder. Children behave well; they willingly follow instructions and benefit from lots of praise. The childminder is knowledgeable about how to keep children safe. She exchanges information with parents about children's routines and progress and suggests activities for home learning to support children's learning further.

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

- The childminder has high expectations for all children, including those who speak English as an additional language. She ensures that activities are interesting and challenging. Although she is involved in their play, sometimes opportunities are missed to interact with the children and question them to challenge their thinking. For example, during construction activities, more could have been done to develop children's problem-solving skills.
- Children learn and develop across the areas of learning through well-thought-out activities. The childminder regularly checks what children know, understand and can do. She uses this information well to decide what children need to learn next. For example, the childminder chooses games to develop children's fine-motor skills to support their pencil control for early writing.
- The childminder supports children's language acquisition well. She introduces new vocabulary during play activities and when sharing books together. Children enjoy regular trips to the library for story time and rhyme time. The childminder uses this opportunity to enhance children's love of books as they share a wide range of stories.
- The childminder is a good role model and has clear expectations of children's behaviour. Children settle quickly in the environment, building social skills and forming new friendships.
- Children have positive attitudes to learning, concentrating and showing enjoyment as they play. For example, children eagerly listen and share ideas during story time.
- The childminder encourages children to be independent. For example, they enjoy carrying out small tasks such as tidying up as well as managing their own personal needs. Children are encouraged to develop healthy lifestyles, including

through physical activities. Children enjoy regular trips to the local parks and duck pond.

- Relationships with parents are strong, based on good communication. The childminder shares ideas and suggestions for home learning to support children's continual development. However, some opportunities are missed to use information provided by parents to extend children's learning further.
- The childminder is ambitious in providing high-quality care and education. She has a clear programme for improving her own skills and knowledge. She attends training and childminder drop-ins to ensure her knowledge is kept up to date.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good, secure knowledge of how to protect children from harm, and the procedures to follow if she has any concerns regarding a child's welfare. She is clear on her roles and responsibilities with regards to keeping children safe. The childminder knows the procedure to follow should an allegation or complaint be made against her. She keeps her knowledge up to date. She reviews her policies and procedures regularly. The childminder thoroughly risk assesses her home and teaches children how to keep themselves safe.

## **What does the setting need to do to improve?**

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

- interact with and question children consistently as they play, to extend their learning further
- use information gathered from parents to enhance children's learning.

## Setting details

<b>Unique reference number</b>	EY470467
<b>Local authority</b>	Merton
<b>Inspection number</b>	10075593
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	17 June 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Raynes Park, located in the London Borough of Merton. The childminder operates her service Monday to Friday from 8am to 6pm, all year round.

## Information about this inspection

### Inspector

Tracey Murphy

### Inspection activities

- The inspector and childminder discussed children's learning and progress.
- The childminder and inspector completed a learning walk of the setting to understand how the childminder organises the curriculum.
- The inspector observed the childminder's teaching during activities with the children.
- The inspector looked at a sample of documents, including parents' feedback, safeguarding procedures and suitability records.
- A meeting was held between the inspector and childminder.

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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