

Childminder report

Inspection date: 30 September 2019

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and nurturing environment to encourage new children to feel happy and safe and to settle well. She works closely with parents at the start to gain details of children's individual needs and routines. The childminder uses information gathered from parents effectively to enhance her curriculum. For example, she builds on the experiences children have at home and plans activities to extend their learning. She has high expectations of all the children in her care. Children quickly form warm and close bonds with the childminder and her family. They make good progress from their initial starting points. The childminder gets down to children's level as they play and offers good support and guidance. For example, she models and demonstrates how to use the musical shape sorter, to develop children's understanding of how things work. Children are good explorers and quickly learn which buttons to press to create a range of sounds. Children's behaviour is good. They are joyous when they receive praise and encouragement from the childminder. This helps to motivate children and raise their self-esteem.

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

- The childminder uses her good teaching skills to help consolidate and extend children's learning. She observes children closely and accurately monitors their development. She makes effective use of what she knows to plan for children's individual learning needs. This helps her to plan interesting activities and identify potential gaps in children's learning.
- Children learn about the lives of people and families beyond their own experiences. For example, they learn about a range of festivals throughout the year, such as Eid, Diwali and Christmas. They have access to a range of multicultural resources such as books, dressing-up clothes and dolls.
- The childminder has a good knowledge of how children learn and how she can support their development effectively. She offers children a wide variety of activities for indoor play. Children display high levels of curiosity and concentration in all activities. However, the organisation of the outdoor learning experiences does not fully support children to be as engaged as they are indoors.
- Children develop a good understanding of mathematical concepts. The childminder supports this by using a wide range of mathematical language as she talks to children. She reinforces their knowledge of colour and shape as they skilfully post the shapes through the corresponding slot. This helps to prepare children well for more challenging problem-solving activities and their eventual move on to school.
- The childminder enthusiastically accepts children's invitations to join their pretend play, helping to extend children's emotional understanding and imagination.

- Children's early writing skills are supported well by the childminder. Younger children enjoy using paper and crayons to make marks, creating a colourful range of lines and squiggles.
- Children are provided with weekly trips and outings in the local community. They visit local libraries, children's centres and playgroups. This helps them to develop effective social behaviours and social skills as they share, negotiate and take turns with a wider range of friends.
- Self-evaluation is effective. The childminder reflects well on her provision, seeking the views of parents and listening to the views of early years professionals. This supports the childminder to improve outcomes for children.
- Although the childminder is experienced, she has not considered ongoing professional development to support her in enhancing her teaching practice to the highest level.
- The childminder uses effective methods to support children to become skilful communicators. For example, she reinforces children's home language and cleverly asks questions to encourage them to think and solve problems. Children are very responsive and show increasing confidence with their early language and communication skills. For example, they eagerly join in singing nursery rhymes and doing the actions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with changes in child protection legislation. She knows the procedures to follow if she has any concerns about a child's welfare. The childminder keeps the children in her care safe and regularly assesses and removes potential hazards from her provision. The childminder supports children to understand how to keep themselves safe. For example, they learn how to cross roads safely on daily walks in the community and take part in fire drills.

What does the setting need to do to improve?

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

- review the learning opportunities provided outdoors to enhance children's independent access to the broad range of resources, enabling them to fully engage in sustained and challenging learning experiences
- strengthen professional development activities to raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY425767
Local authority	Merton
Inspection number	10104758
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	21 July 2016

Information about this early years setting

The childminder registered in 2011 and lives in Morden, in the London Borough of Merton. She operates Monday to Friday from 8am to 6pm, all year round.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector observed the quality of teaching and evaluated the impact this has on children's learning and development.
- The inspector jointly observed and evaluated an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as learning folders, registers and evidence of the suitability of the childminder and all other adults living on the premises.
- The inspector spoke to children present during the inspection and took into account written feedback from parents.

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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