

Childminder report

Inspection date: 3 December 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	Good
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What is it like to attend this early years setting?

The provision is good

The experienced childminder creates a safe, nurturing environment for children. She has an effective understanding of how to support children's learning and development. The childminder provides an ambitious curriculum based on her knowledge of children and their targets. For example, children are able to explore their understanding of technology and how things work from an early age; younger children learn about how their actions cause movement as they press buttons on different toys. The childminder works closely with parents to keep them updated on children's learning and targets. The childminder creates a stimulating environment where children have access to a broad range of fun experiences, both in the home and in the community. Children develop their self-esteem as the childminder provides them with continual praise and encouragement. Children behave well and are gently reminded to have consideration for each other. The childminder has a positive attitude towards her continuous professional development. However, she has not considered training to further enhance her knowledge of child development and learning.

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

- The childminder helps children to develop confidence in their physical skills. She takes them to soft-play areas to enable them to take risks in a safe environment.
- Young children develop their independence as they select from a wide variety of interesting toys and equipment during play. Younger children also develop their personal self-care skills as they feed themselves at mealtimes and are supported to take part in effective handwashing routines.
- Children have meaningful experiences from which they learn about the diverse community in which they live. For example, during Diwali, children used brightly coloured paints to create fireworks to represent the festival of lights. The childminder has an extensive range of equipment that presents positive images of people. These include, for example, different races and cultures as well as people with special educational needs and/or disabilities (SEND). This helps children to learn about the similarities between themselves and others.
- The childminder keenly uses observations and assessments to identify children's ever-changing interests and next steps. This helps her to consider and plan meaningful activities for children who need additional support. The childminder regularly keeps parents updated of their children's progress. However, she does not work with parents at the beginning of the placement to gain the information she needs about children's knowledge and abilities to support her planning.
- The childminder helps children to develop good communication and language skills. For example, she listens carefully to what children say and repeats the words used before extending the conversation with new vocabulary.
- Children are keen to explore using their imagination. They gain great pleasure

from putting on dressing-up clothes and parading around the room, showing off their new outfits. Young children enjoy putting objects they find in bags that they carry around with them.

- The childminder regularly attends training to keep her professional practice updated. This includes, for example, learning about developments relating to working with children with SEND. However, she has not considered the potential of training to raise her knowledge of play and learning to the highest level.
- Children's literacy skills are promoted well. They have access to a well-resourced book box where they select books for the childminder to read to them. Young children show great delight as they use jumbo felt-tip pens to make marks on paper. These experiences encourage children's early reading and writing skills.
- The childminder reflects effectively on her practice to help her identify her strengths and weaknesses. She takes positive steps to develop and improve her provision by seeking the views of parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her role and responsibility to promote children's welfare. She has rigorous procedures in place to help protect them from harm and knows how to respond in the event of a concern about a child. The childminder attends training to extend her knowledge and skills in this area. She regularly risk assesses her home, garden and outings. This helps to support her to reduce or remove any risks to children. The childminder helps children to think about keeping themselves safe. For example, she gently reminds them of the dangers of sitting on the storage trays to prevent them from hurting themselves.

What does the setting need to do to improve?

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

- encourage parents to share detailed information about what their children already know and can do before they start, to help inform future planning
- enhance professional development activities to raise the quality of teaching and play to an even higher level.

Setting details

Unique reference number	137982
Local authority	Merton
Inspection number	10072407
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder registered in 1998. She lives in Mitcham, in the London Borough of Merton. The childminder has a childcare qualification at level 3 and cares for children between the hours of 7.15am and 6pm each weekday, all year round.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector completed a learning walk with the childminder. They discussed how the childminder organises the home to support children's care and learning.
- The inspector completed a joint observation of an activity with the childminder.
- Discussions were held with the childminder. The inspector looked at relevant documentation, such as insurance, the register and evidence of the suitability of the childminder and all other adults living on the premises.
- The inspector observed the childminder engaging in a range of activities with the children.
- The inspector 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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