

# Childminder report

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Inspection date: 8 January 2020

<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

Children thrive in the childminder's welcoming and nurturing home. They have plenty of one-to-one attention, which has a significant impact on their verbal skills. Very young children are friendly and introduce themselves with confidence, clearly saying their name and age. Children have strong bonds with the childminder. They benefit from her kind, calm approach, which is reflected in their positive attitudes and eagerness to take part in all activities that she provides.

Play areas are bright and spacious. Children use the floor to build and construct, and enjoy space in the dining area for messy and creative play. Overall, the childminder plans well, and children look forward to visits to local places, such as playgroups and the park, where they play with other children.

The childminder teaches children how to keep safe. For example, when on outings, children increase their spatial awareness and physical skills as they learn how to safely ride their bikes, slow down and stop at the appropriate times.

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

- Children settle well with the childminder. Before they start, she gets to know the family, their child's personality, and particularly any interests that help them learn. This helps her to prepare her environment with appropriate resources and activities to make children feel at home and be safe.
- The childminder uses her experience and teaching skills effectively. Children show a love of books as they sit close to the childminder and read favourite stories together. They recognise how the story flows and are keen to explain what happens next. Later, children looked through the stories on their own and recalled the tale well as they turned the pages. This shows children's ability to handle books well and understand their purpose.
- Children's abilities in early mathematics develop well. They competently show they can count in sequence and compare large and small quantities. The childminder initiates some activities which children enjoy, such as building towers. Children watched as the childminder engaged their imagination, while skilfully showing how the construction grows. Good questions and discussions arise, such as 'how tall?' and 'how many more?', which children answer confidently. On reflection, the childminder considered that some activities could be further extended to fully challenge children's physical and critical thinking skills.
- Children learn about their world in many ways. For instance, they plant seeds to nurture tomato plants, and recently they have been thinking of different ways to attract birds to the garden. The childminder explores different festivals throughout the year with children, and they take part in linked craft activities,

such as the preparation for Chinese New Year.

- There is a particularly strong partnership with parents, who are very supportive of all the childminder does. She is proactive in making links with local schools and nurseries to ensure continuity in children's learning. However, the childminder does not routinely share with parents specific aims and activities to help children reach and exceed their next steps in their learning.
- Children learn about feelings and emotions, and relate to relevant pictures that the childminder provides. She understands children's changing moods and involves them in making decisions. This helps children to become thoughtful and polite. They willingly cooperate and develop a healthy regard for each other.
- Children adopt regular routines that contribute to their healthy habits. For example, they wash their hands before meals and after stroking the dog. Children have daily outdoor play and eat healthy snacks.
- The childminder adapts her service to the needs of those children who are present. Review meetings with the local authority, together with her partnerships with others, help her to reflect on her practice.
- Parents are very happy with the service the childminder provides. They follow their children's learning with interest and contribute their ideas, which the childminder incorporates into her planning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands safeguarding procedures well in order to protect children. She makes sure her home is safe and that children learn safety procedures when on outings. For example, they wear helmets when riding bicycles. The childminder knows the signs and symptoms that may indicate a child is at risk, and she is clear about the reporting procedure to follow where there is a concern. Recent training has also raised the childminder's awareness further of wider risk areas, such as radicalisation and extremism. She is aware of the importance of internet safety, and children do not have access to the internet while in her care.

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

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

- share more specific details of planned activities with parents so that they can help children to reach and exceed their goals
- place more focus on activities that challenge children even more in their learning and critical thinking.

## Setting details

<b>Unique reference number</b>	138181
<b>Local authority</b>	Merton
<b>Inspection number</b>	10072416
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	4 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	3 February 2016

## Information about this early years setting

The childminder registered in 1993 and lives in Raynes Park, in the London Borough of Merton. She operates Monday to Thursday from 7.30am to 6pm, for 48 weeks a year.

## Information about this inspection

### Inspector

Gill Cubitt

### Inspection activities

- The childminder gave the inspector a tour of the home, and explained how she organises the curriculum to support children's learning.
- The inspector looked at relevant documentation and held discussions with the childminder to assess how she safeguards children.
- Documents were seen by the inspector, including evidence of staff training, such as paediatric first aid and safeguarding children.
- The inspector viewed feedback from parents, and took their views into consideration.
- The inspector and the childminder reviewed the quality of learning and teaching after they completed a joint observation of an activity,

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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