

Childminder report

Inspection date: 25 February 2020

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

The provision is good

The childminder and her assistant get to know children and their families well. They pay careful attention to developing positive relationships. Children are happy, content and comfortable attending. Young children settle well because the childminder and her assistant get to know their individual personalities. Children are confident to lead their own learning. They independently choose from a range of resources available to them and make choices in their play. The childminder and her assistant follow children's lead effectively and play alongside them, supporting and extending their learning.

Children have lots of fun attending and are creative. For example, young children enjoy making marks with paint. They explore the textures and develop good hand-eye coordination. Older children give meanings to the marks they make and begin to sound out and write letters and words important to them, demonstrating a good understanding of early literacy.

Children learn to play cooperatively, solve problems and work together. For example, older children find and share resources with younger children and involve them in their play. The childminder has realistic expectations of children's development and ensures they gain all the skills they need for future learning.

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

- Since the last inspection, the childminder has made significant improvements to provide the best possible learning experiences for children in her care. For example, she has developed her safeguarding procedure and knowledge and has looked in detail at the activities she provides and how they meet children's needs.
- Children develop strong bonds with the childminder and her assistant, who are kind, caring and sensitive to their needs. They quickly notice when children are tired or hungry and respond to their individual needs.
- The childminder and her assistant place a strong focus on building children's communication and language skills. They model new words to children, repeat back words young children say, and talk to children as they play. They also use signing to help support young children and those learning English as an additional language. This helps to support children's understanding of language and encourages younger children to develop good early communication skills.
- The childminder and her assistant have a good understanding of how children learn. They provide activities based around children's interests and what they need to do next. For example, following on from a bug hunt in the park, children delight in digging for pretend bugs in the sand. The childminder and her assistant talk to the children about what they find as older children compare

what the bugs look like and younger children join in with songs about bugs.

- The childminder and her assistant closely monitor children's progress to ensure there are no gaps in their learning. As a result, all children are making good progress.
- Partnerships with parents are strong. The childminder keeps parents up to date with their children's learning and shares ideas on how they can support their learning at home. She sets up regular events for parents to meet and get to know one another.
- Children have plenty of opportunities to explore the outdoors, engage in physical activity and meet new people. The childminder organises regular trips in the community, including to local farms, parks, garden centres and the library.
- Partnerships with other settings children attend are good. The childminder exchanges information frequently so that all those involved in children's care are kept updated about activities and routines. This helps to support consistency of care and learning for children.
- The childminder supports children's awareness of healthy lifestyles. For instance, she helps younger children wash their hands before mealtimes and encourages them to be independent as they feed themselves.
- The childminder does not always take full advantage of all the opportunities for professional development for herself and her assistant to further support children's learning.
- Overall, the childminder reflects well on her practice and evaluates the effectiveness of her provision. She works closely with her assistant and makes plans to improve her setting for the benefit of the children in her care. However, she misses opportunities to collect written feedback from parents to further support her improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have both attended safeguarding training. They have a good understanding of how to keep children safe, the indicators of abuse and how to protect children in their care. They are aware of the signs that may indicate a child is at risk of harm. The childminder has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child. The premises are secure and the childminder carries out checks of the environment to ensure it remains safe for all children to use.

What does the setting need to do to improve?

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

- develop further the opportunities for parents to contribute their views to help improve practice

- make the most of all opportunities for professional development, to enhance knowledge and skills to help improve children's learning.

Setting details

Unique reference number	137966
Local authority	Merton
Inspection number	10126317
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	12
Number of children on roll	7
Date of previous inspection	18 September 2019

Information about this early years setting

The childminder registered in 1996 and operates from a ground-floor flat in the London Borough of Merton. She works with an assistant. The childminder provides care Monday to Thursday from 8am to 6pm, all year round.

Information about this inspection

Inspector
Becky Phillips

Inspection activities

- The inspector observed the childminder and her assistant interacting with the children.
- The childminder and the inspector held a joint observation.
- The childminder and the inspector discussed matters relating to safeguarding, the self-evaluation process and the activities provided for children.
- The inspector looked at relevant documentation, including training certificates, public liability insurance and policies and procedures.
- The inspector read written comments from the parents to gain their views on the childminder's provision.

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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