

Childminder report

Inspection date: 12 February 2020

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| 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 | Outstanding |
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What is it like to attend this early years setting?

The provision is good

The childminder organises her home well, providing inviting activities and resources that motivate children's interest to learn and explore. She nurtures children and offers them reassurance and comfort when they become frustrated during activities. This supports children to feel happy, content and safe in her care. The childminder's interactions support children's learning and development successfully, overall. There is a good focus on mathematical development. Children have effective opportunities to problem-solve and count for a purpose. They access number books, which the childminder uses to encourage children to count objects on the pages. Young children enjoy completing puzzles and focus well to match the space to their puzzle piece. The childminder has high expectations for children's behaviour and this is reflected in the way children behave. They are kind and very polite. For example, children say 'please' and 'thank you' without prompting. There are good partnerships with parents. The childminder uses verbal and written communication to share children's learning and progress. For instance, she provides parents with diaries/daybooks and trackers to outline child's development.

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

- Children have a positive attitude to learning. They concentrate well as they take part in art and craft activities. For example, they use glue sticks with enthusiasm to scoop up glue and spread onto their paper. They access tissue paper to stick onto the glue to create beautiful Valentine's Day cards for their parents.
- The childminder places strong emphasis on supporting young children's communication skills. She skilfully uses numerous strategies such as story times, songs, talking to children and asking them open questions. This helps to extend children's vocabulary and supports them to become confident communicators.
- Parents are generally well involved in their children's learning. For example, the childminder encourages them to share knowledge of their children's development, to gain a better understanding of what children can do. However, details of children's next steps and ideas of how parents can promote them at home, are not consistently shared to strengthen outcomes for children even further.
- Children develop good literacy skills. They enjoy books and learn how to handle them with respect. Young children turn the pages with care and are captivated by the images on the pages. For example, they growl when they observe the beast from 'Beauty and the Beast'. Older children draw and make marks on the chalkboard with confidence. All of which helps to strengthen children's early reading and writing skills.
- The childminder encourages children to have a positive attitude towards living a healthy lifestyle effectively. Children benefit from a variety of healthy fruit snacks that the childminder provides. They have access to fresh drinking water in their

cups throughout the day. Children have access to the garden all year round. They have immense fun taking part in ball games and show excellent coordination abilities.

- While children are eager to learn, at times their concentration and engagement are limited by the television being on. Children lose some focus and are not always highly engaged in their learning.
- The childminder has a positive attitude towards her continuous professional development. She has completed a number of courses, including on individual next steps and planning. The childminder regularly evaluates her provision. She strengthens her evaluation by seeking the views of parents. Parents are very complimentary about the quality of care the childminder provides. This helps her to improve her service and provision.
- The childminder carries out regular assessments of children's learning and development. She makes good use of her assessments to help her identify challenging targets for children's ongoing learning. This information, along with children's interests, helps her to plan a meaningful curriculum. Children acquire the skills and knowledge to help prepare them for school and their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibility to safeguard children. She understands the signs and symptoms which may cause her concern about the welfare of a child. The childminder has devised clear procedures to follow if she has concerns. She regularly refreshes her knowledge of safeguarding by attending training. The childminder makes sure children are cared for in a safe and secure environment. She closely supervises them and ensures that activities and outings are risk assessed to help minimise and reduce any hazards to children.

What does the setting need to do to improve?

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

- further support children to consistently demonstrate high levels of motivation and engagement by limiting interference from external factors, such as the television
- strengthen communication about children's development needs so that parents better understand how children's ongoing development can be supported at home and share progress.

Setting details

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| Unique reference number | 137991 |
| Local authority | Merton |
| Inspection number | 10138129 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 8 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 25 November 2015 |

Information about this early years setting

The childminder registered in 1999 and lives in New Malden situated in the London Borough of Merton. She offers care Monday to Thursday from 7am to 6pm, throughout the year.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.
- The childminder conducted a learning walk with the inspector of the areas of her home that she uses for childminding. She discussed how she organises her home to plan experiences for children.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- Documents were seen by the inspector, including evidence of adults' suitability, paediatric first aid, children's records and insurance.
- The childminder and the inspector jointly observed 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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