

# Childminder report

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Inspection date: 24 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

Children flourish in the childminder's care. They play happily and are incredibly confident as they eagerly explore the excellent learning opportunities available. The childminder has high expectations of the children and values them as individuals. All children thrive in this setting. They are very happy and safe, and show extremely high levels of confidence. The childminder's practice is exemplary. She ensures that each child makes the best possible progress while in her care. Children are very enthusiastic and highly inquisitive. Younger children display a keen interest in books and handle them with great care. The childminder has cosy areas to encourage children to develop a deep appreciation of books. Children are exceedingly happy and confident with the childminder. They show a tremendously strong sense of belonging as they settle quickly, due to the childminder's superb settling-in procedures. This helps to address children's individual needs, likes and dislikes quickly. Children feel extremely safe and have formed strong attachments with the childminder. She is a positive role model. The childminder promotes children's excellent behaviour effectively through her high expectations and clear explanations. Children thrive on the descriptive praise they receive, which helps them to understand what they are doing well.

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

- The childminder's teaching is excellent and she monitors children's progress rigorously. The uniqueness and well-being of children are key priorities for her. Younger children make rapid progress in their early counting skills. This is because the childminder encourages them to count their footsteps, using their home languages, as they descend her staircase. Children learn to copy her clearly emphasised words as she describes their actions and activities. Her adult-led activities are expertly linked to what children need to achieve. Children learn the names of different animals and colours, for example, as they stick a variety of coloured foam animals onto similar coloured paper. The childminder consistently reinforces this knowledge on different occasions and during other activities. Therefore, all children, including those for whom English is an additional language, make excellent progress in their language and communication.
- Younger children acquire an excellent early understanding of the importance of having high self-esteem. They routinely respond with excitement whenever they see photographs of themselves and other children who attend the childminder's setting. Daily routines are embedded extremely well. Children know when it is time to sleep, eat and play. They are highly independent and manage aspects of their personal hygiene competently. For example, they confidently handle cutlery, put on their shoes, and do up fastenings. They know they must wash their hands after playing outside.

- Partnerships with parents are firmly established and make a very strong contribution to meeting children's needs. There is a consistent two-way flow of communication, and children benefit highly from an entirely collaborative approach to their care and development. Parents are completely involved in their children's learning.
- Older children are exceptionally well prepared for their eventual move to formal schooling. They confidently trace letters of their name. They manage their own toilet needs and dress and undress themselves independently. They recall the events in familiar stories with great confidence and build complex models from small construction blocks. Children are eager to learn as the childminder's activities are highly engaging. They respond very well to her praise and encouragement. Therefore, children persevere at activities that are unfamiliar to them and do not give up easily. For example, children maintain intense concentration as they match numerous three-dimensional shapes to their corresponding holes by persistent trial and error.
- The childminder is committed and passionate about continuously improving the setting. She correctly identifies her areas of strength. This includes the various high-quality experiences she provides and her inclusive practices. For example, she learns simple phrases in commonly spoken languages to speak with children, which helps them to feel at home. Children enjoy routine visits to places of worship and museums. They know about other cultures through activities connected to, for example, Eid and Chinese New Year. The childminder has firm plans to further improve her already excellent provision by acquiring a larger playhouse to enable children to enjoy additional role-play opportunities outdoors.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and welfare top priority. She continually refreshes her understanding through further training and research, and has a thorough knowledge of how to protect children. This helps her to keep her knowledge of wider safeguarding issues updated. The childminder confidently identifies possible indicators of abuse. She knows precisely what to do should she have any concerns about a child's welfare. The childminder supervises children at all times and ensures her home is safe and secure. She fully understands how to recognise the signs that a child's welfare may be at risk, including from neglect and extremist views.

## Setting details

<b>Unique reference number</b>	EY392065
<b>Local authority</b>	Merton
<b>Inspection number</b>	10138133
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	3 December 2015

## Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Merton. She operates from Monday to Thursday all year round.

## Information about this inspection

### Inspector

Olivia Awolola

### Inspection activities

- The inspector discussed with the childminder how she plans for children's learning and how she monitors their progress.
- An evaluation of the activities was discussed by the inspector and the childminder.
- Relevant documentation was sampled during the inspection to ascertain how the childminder meets the requirements of the early years foundation stage.
- Parents shared their views during telephone conversations with the inspector.
- The inspector spoke to children and the childminder at appropriate times during the inspection.

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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