

# Childminder report

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Inspection date: 10 March 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 settle well and build warm relationships with the childminder. They play happily in the homely environment. The childminder supports their play and follows their interests. She plays alongside them and is there when they need a reassuring cuddle or just want to snuggle up on her lap. This contributes to their emotional security and resilience. The childminder provides a safe and clean environment for babies to explore. She organises her toys well and stores them in boxes clearly labelled with pictures and words so children can easily find what they want. The childminder has high expectations for all children. She praises and encourages positive behaviour and children learn to share and take turns. Children behave well. They are eager to join in and enjoy the activities the childminder provides. For example, young children enjoy grouping objects of the same colour. Children enjoy trips to the local library and playgroups where they have opportunities to socialise with other children and develop their social skills even further. The childminder meets with other childminders to share information and ideas. Children have daily access to outdoor play and fresh air in the garden, and regularly visit the local park.

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

- The childminder is caring and sensitive and responds attentively to the children's individual needs. She provides children with nurturing affection and supports their emotional well-being very well.
- Positive behaviour is actively encouraged. The childminder has consistent boundaries in place and is a good role model. She talks to the children in a calm and caring manner and gently reminds them of her behavioural expectations.
- Pre-school children develop good speaking skills. They ask questions and share their views. The childminder speaks clearly and offers a commentary on what children are doing. However, sometimes she uses long sentences when talking to babies and this does not always help them to develop their vocabulary effectively.
- The childminder has a good knowledge of the children's individual development. She monitors children's progress through assessment and observation. The childminder uses this information to establish what children already know and identify their next steps in learning.
- The childminder provides children with lots of interactive toys to support their emerging understanding of how to use technology. For example, babies enjoy pressing buttons on interactive books and listening to the sounds they hear.
- The childminder collects detailed information about the children's interests, care routines and stages of development from the start. She uses this information well to provide continuity to babies' sleep and mealtime routines. This helps children to settle quickly.

- Babies confidently explore the toys on offer. They have a wide range of activities that support their hand movements and coordination. However, the childminder does not routinely provide opportunities for babies to strengthen their emerging mobility and balance.
- The childminder ensures children follow good routines of personal hygiene, washing their hands before they eat. She encourages children's independence, for example by giving babies plenty of time to feed themselves. Children enjoy healthy snacks and home-made, nutritious meals.
- The childminder reflects on her practice effectively and develops her knowledge and skills. For example, she meets with other childminders to share knowledge and experience, including ideas for new activities to keep learning interesting and enjoyable for children. The childminder completes online training to ensure her knowledge is up to date.
- Partnerships with parents are effective. The childminder communicates the children's day to parents through a daily diary. An online system is used by the childminder to track children's progress and share photographs and observations of their achievements. Parents comment positively about the care and learning the childminder provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibilities to safeguard children. She completes training to make sure her knowledge is up to date, including on wider safeguarding issues such as the 'Prevent' duty. The childminder can identify the signs and symptoms that may indicate a child is at risk of harm, and knows the procedures to follow should she have any concerns about a child's welfare. Her home and garden are secure and she carries out daily risk assessments to minimise any potential hazards.

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

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

- adapt language when talking to babies to enable them to develop their communication more rapidly
- provide more support and encouragement for babies and toddlers to support their physical development, in particular their mobility and balance.

## Setting details

<b>Unique reference number</b>	EY451880
<b>Local authority</b>	Merton
<b>Inspection number</b>	10071458
<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 at time of inspection</b>	1 to 5
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	12 December 2013

## Information about this early years setting

The childminder registered in 2013 and lives in Morden, in the London Borough of Merton. The childminder operates Monday to Thursday, from 7.30am to 6pm, all year round.

## Information about this inspection

**Inspector**  
Frances Oliver

## Inspection activities

- The childminder and the inspector carried out a learning walk and discussed how the childminder supports children's care and learning.
- The inspector observed the childminder interacting with children and assessed the quality of the childminder's teaching.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation, including children's records and evidence of the suitability of persons living in the household.
- The inspector took account of parents' views through verbal and written feedback.

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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