

# Childminder report

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Inspection date: 14 July 2021

<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 arrive happy and quickly settle into the childminder's care. The childminder plans an interesting curriculum. Children make good progress from their various starting points. For example, younger children have excellent opportunities to test out and practise their walking skills with increasing confidence. They demonstrate good levels of physical skill and enjoyment as they access large soft-play equipment with stairs that they climb up and over. They learn how to navigate steps in a safe environment. Teaching helps children learn, and the childminder has high expectations for all children.

The childminder places a high priority on supporting children's language development. She engages children in meaningful conversations as they play. The childminder responds well to young children's verbal and non-verbal communication. For instance, she models good conversational skills by speaking clearly and using lots of repetition of language to help children's communication and language skills. This helps children to become skilful and confident communicators. Due to the COVID-19 (coronavirus) pandemic, parents now drop off and collect children at the front gate. However, the childminder effectively communicates with parents to inform them of their child's progress and day. For example, the childminder sends them photographs and daily notes of their child's day, and next steps.

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

- The organisation of the setting allows children to freely choose what they want to play with. For example, children have fun using spoons to enthusiastically stir their pretend cup of tea. The childminder joins in with the children as they play to extend their thoughts and ideas.
- Children have access to a well-resourced outdoor area. Younger children develop their small-muscle skills as they skilfully use resources, such as bowls and spades during sand and water play. They concentrate intently when filling and emptying containers.
- The childminder is proactive in supporting older children's literacy skills. She uses their school books to reinforce their knowledge of linking letters to sounds. However, she has not formed effective partnerships with schools to gain greater details of individual children's targets for learning. This does not fully promote consistency in children's learning.
- The childminder evaluates her practice successfully. She regularly meets with her assistants to discuss best practice. She provides parents with questionnaires which contains high praise of the quality of care and learning the childminder provides.
- Children's behaviour is good. The childminder is a good role model, who gives

children gentle guidance to support them to share and have good manners.

- Younger children's independence is promoted well. The childminder teaches them how to hold their cutlery so they can learn to feed themselves. Their independence is further encouraged as they help the childminder to carry out tasks, such as putting the toys away. Children are skilled and thoughtful in finding their own water bottles and those of their friends, to stay hydrated.
- Since the last inspection, the childminder has made improvements to her practice. She has changed how she organises the books to ensure that children can access them at all times.
- The childminder keeps up to date with mandatory training. However, she does not seek further training opportunities to help her to plan and build on her good curriculum.
- Partnerships with the parents are good. The childminder works closely with parents when children start. She gathers detailed information about routines and starting points. This supports children to feel at ease and emotionally secure when they first access her care.
- Children are well supported to understand the diverse society they live in. They access a broad selection of resources, such as dolls, puzzles and small world people. This helps to introduce children to how people look different from each other, but have the same experiences.
- The experienced childminder understands how children learn. She regularly monitors children's progress to identify any gaps in their learning. She knows where children are in their learning and development, and uses this information well to move them on to their next steps.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She keeps up to date with changes in child protection legislation by completing mandatory training. The childminder has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow to report any concerns of this nature. The childminder is considerate of younger children's safety. For example, she keeps the floor clear to enable them to practise their walking skills safely. The childminder uses a video monitor and checks sleeping children to further ensure their welfare.

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

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

- extend the range of information shared with other settings that children attend to routinely include details on children's learning and development
- target professional development opportunities to raise the quality of education

to an outstanding level.

## Setting details

<b>Unique reference number</b>	156652
<b>Local authority</b>	Merton
<b>Inspection number</b>	10201382
<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 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	13 December 2016

## Information about this early years setting

The childminder registered in 2001. She lives in the London Borough of Merton. The childminder operates her service on weekdays, from 8am to 6pm, excluding bank holidays. She holds a relevant childcare qualification at level 3, and works with assistants.

## Information about this inspection

### Inspector

Trisha Edward

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and she has taken this into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector and childminder jointly observed and evaluated a planned activity.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documentation relating to insurance and the suitability of adults working with the children
- The inspector took the account of the views of parents who were spoken to 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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