

Childminder report

Inspection date:

16 September 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder is welcoming and friendly. Children form secure relationships with her and enjoy close and engaging interactions. They show that they feel safe, settled and happy in her home, and display a strong sense of belonging. Children confidently explore the wide variety of interesting resources that help to support their learning. They move freely between indoors and the garden, and are constantly engaged in purposeful play. The childminder skilfully motivates and challenges children as they play. For example, she encourages children to count as they roll balls down a long tube. The childminder introduces mathematical concepts, such as 'heavy, light', 'fast' and 'slow'.

Children are happy and enthusiastic learners. They laugh and smile as they take part in activities with the support of the childminder. The childminder is a good role model, and is kind and considerate towards the children. Children behave well. Children demonstrate their love of books as they eagerly find their favourite stories. The childminder reads familiar stories to children and encourages them to talk about what they can see. The childminder gathers information from parents about what their children know and can do to identify their starting points. She displays family photographs to provide comfort and support to new children as they settle.

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

- The childminder knows the children well, and has an effective system in place to monitor their learning and development. She uses observation, and works closely with parents to identify appropriate next steps in learning, so that children make good progress.
- The childminder plans activities that support the children's next stage in learning and that she knows the children will enjoy. For example, children learn colours as they match coloured teddy bears, building their knowledge of colour recognition. They enjoy mark making, hand painting and practising with tongs to pick things up. This helps to develop their fine motor skills.
- The childminder has high expectations of children's behaviour. She teaches them good manners, such as please and thank you, and consistently reminds children of the boundaries. Children begin to recognise risks and learn about keeping themselves safe. Children listen, respond to instructions and are respectful and polite.
- Children are supported by the childminder to learn about other cultures, traditions and beliefs beyond their own. She provides resources to help children to develop a deeper understanding about other communities and their religious festivals, throughout the year.
- The childminder plans regular outings with other childminders to promote children's social skills and knowledge and awareness of the wider world. For

example, she visits parks and playgroups, and organises days out to the beach and local farms. The childminder links up with other childminders to discuss and share ideas, and to further improve her own practice.

- Children are encouraged to develop their language and communication skills. The childminder uses descriptive words, such as 'squawking', as they listen to bird noises. She repeats and explains words to develop children's understanding. However, the childminder does not routinely challenge children further by requiring them to think critically and further develop their communication and language skills.
- The childminder works in partnership with parents to help children make good progress in their learning. She shares information daily with them about their child's learning and achievements. She supports and advises parents on issues such as healthy eating, sleeping and toilet training. For example, the childminder reminds parents about the consequences of too much sugar, and promotes the benefits of a well-balanced and healthy lunch box.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her roles and responsibilities to keep children safe. She attends regular child protection training and fully understands how to identify signs and symptoms that may indicate a child's welfare is at risk. The childminder is aware of how to recognise signs that children or adults may be at risk of having extreme views. She knows the procedures to follow if she has a concern about a child in her care. The childminder's home is clean and well maintained, and she takes care to ensure any risks to children are minimised, both within her home and during outings. She supervises children closely at all times.

What does the setting need to do to improve?

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

- build on what children know and can do to further extend their language and communication skills.

Setting details

Unique reference number	137981
Local authority	Merton
Inspection number	10138134
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	2 to 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 December 2015

Information about this early years setting

The childminder registered in 1991. She lives in Morden, in the London Borough of Merton. The childminder operates Monday to Friday, from 8am to 6pm, all year round. She has a level 3 qualification and provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Frances Oliver

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 setting and has taken this into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk for the inspector to establish how the early years provision and educational programme are organised.
- The inspector observed some teaching and interactions between the childminder and the children. She then considered the impact this has on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and the suitability of members of the household.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the views of parents through 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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