

Childminder report

Inspection date: 20 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder. She offers a home-from-home, welcoming learning environment. Children are happy, relaxed and safe in her care. New children arrive happily and quickly settle into activities with their friends. The childminder has an effective settling-in period in place, where she places a high priority on getting to know children's individual development, routines and interests. This helps her to forge positive bonds and relationships with children and their families. Children behave well. They are taught by the childminder to show each other consideration, to share and to be kind. She provides them with gentle reminders to have 'kind hands'.

The childminder has high expectations for all children. They make good progress, especially in their physical development. Children benefit from daily opportunities to exercise. For example, they have tremendous fun dancing with coloured scarves to music, and develop their small and large muscles as they move their arms and legs. Children have a positive attitude to learning and persevere at new skills. For instance, older children like to dress up as a princess and only ask for help when they need assistance. Children make good progress in relation to their starting points.

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

- Children's self-esteem and emotional well-being are fostered well. The childminder continually praises children for what they have done well. Children show delight when sharing their family photo books with each other, which the childminder works with the parents to create.
- The childminder plans a thoughtful curriculum to support children to develop key skills. This enables children to progress well through the various stages of their development. The childminder checks children's knowledge and understanding consistently.
- Children's communication skills are developing well. Children listen attentively to familiar stories read to them by the childminder. She consistently engages children in conversation and teaches them new songs to further extend and build on their vocabulary.
- The childminder knows the children well. She demonstrates this as she swiftly recognises when young children are hungry and need their nap. She uses both English and children's home language to soothe them.
- Care practices are good. The childminder enhances children's understanding of a healthy lifestyle extremely well. She makes use of effective routines that support children's welfare and oral health. For example, children visit the library to look at books about teeth, and older children are aware that too much sugar puts holes in their teeth.

- The childminder enhances children's understanding of colour, counting, number and size recognition effectively during play. However, she does not consistently widen children's knowledge of mathematical concepts, such as shape and quantity.
- Partnerships with parents and carers are successful. The childminder uses a number of methods to keep them informed and updated of their child's day, learning and development. For example, she does this through daily handover discussions, parents' meetings and by regularly sending photographs home. Parents speak highly about the childminder and say that they are 'extremely happy' with the quality of care that she provides.
- Children are developing good levels of independence. For example, older children show good hand-to-eye coordination at lunchtime. They skilfully use spoons to scoop sweetcorn and peas onto their plates to serve themselves. Younger children are learning to feed themselves and the childminder supports them well when necessary.
- Children get to learn about various cultural and religious customs at certain times on the year, for instance Diwali, Christmas and Easter. However, they lack daily opportunities to learn about and recognise similarities and differences between people in the wider world and in their community.
- The childminder is committed to developing her practice and skills to continually improve her provision. For instance, she has recently attended training on outdoor play and improving children's learning through play. This has enabled her to improve the experiences she provides to support children's creative and imaginative play both in the home and in the outdoor area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an accurate knowledge of the signs and symptoms that indicate a child may be at risk of harm. She knows the procedures to follow if she is worried about a child's welfare. The childminder attends regular safeguarding training and stays up to date with legislation and wider safeguarding issues. She prioritises children's safety and teaches them how to keep themselves safe. For example, the childminder supports young children to learn how to negotiate the garden step safely. She completes robust risk assessments and daily checks of the environment to ensure that it is suitable for children to use.

What does the setting need to do to improve?

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

- provide children with further opportunities to enhance their mathematical skills
- build even further on children's respect and understanding of other people's similarities and differences outside of their own communities and beliefs.

Setting details

Unique reference number	EY550844
Local authority	Merton
Inspection number	10174227
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 7
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Lower Morden, in the London Borough of Merton. The childminder works from Monday to Friday, between 8am and 6pm, all year round. She receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the childminder's first routine inspection since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector completed a learning walk of the spaces used by the children and discussed the different activities she provides to support children's learning and development.
- At appropriate times during the inspection, the inspector spoke with the childminder and the children.
- The inspector observed the interactions between the childminder and the children. The childminder talked about the activities she plans and how they benefit children's development.
- A joint evaluation of an activity was completed with the childminder.
- The inspector took account of verbal and written feedback from parents.

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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