

Childminder report

Inspection date: 4 October 2021

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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 quickly and form strong attachments with the childminder and her family. The childminder implements effective settling-in procedures to support her to get to know children and their families. She works closely with parents to gather detailed information about children's dietary needs and abilities. This helps the childminder to promote children's welfare and plan age-appropriate activities that meet their interests and needs. The childminder has high expectations for children's behaviour. She encourages children to have respect for the environment and for each other. As a result, children behave well and learn to keep themselves safe.

Children enjoying looking at books independently. They are even more captivated when sitting in the childminder's lap listening to their favourite stories. The childminder varies her tones effectively to bring the stories to life. She introduces new words as she talks to children about what they can see in the pictures. Children are interested and are frequently engaged in spontaneous learning. The childminder carries out regular observations of children's play to accurately assess their stage of development. She uses this information effectively to identify any gaps in children's learning, so she can give them additional support to help them catch up if necessary.

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

- The childminder actively supports children's enjoyment of music. She provides opportunities for them to explore the sounds of various instruments, including keyboards and rattles. Children thoroughly enjoy these activities. They learn a range of physical movements as they move their bodies to the sounds they are creating.
- Since the previous inspection, the childminder has enhanced the opportunities that children have to experiment with different ways of making marks. The childminder has made improvements to make sure that children have easy access to a range of mark-making materials. Younger children concentrate well, as they grasp chunky chinks and crayons to practise their early writing skills.
- At times, the childminder over directs children's learning during messy play activities. This means that children are not consistently given enough freedom to follow their own ideas, to develop their creativity further.
- The childminder promotes children's understanding of diversity well. She supports children to positively recognise the similarities and differences between individuals. For instance, children play with the selection of dolls and books showing different cultural backgrounds.
- Children make good progress in relation to their starting points in learning. The childminder implements her curriculum effectively. She organises her home well,

to ensure that children of varying ages can access the various resources and opportunities on offer. The childminder has a good understanding of how children learn. She establishes good partnerships with parents. The childminder makes sure that she works well with parents to provide consistent care and learning for children. She provides information for parents to support children's learning at home.

- The childminder takes children out on regular trips in the community. For example, children enjoy visiting parks and the local farm, where they can run around in wide open spaces. This helps children to develop good social skills and gain an understanding of the wider world. Young children are provided with ample opportunities to develop their physical skills as they access wheeled toys. They demonstrate good balance and coordination as they get on and off sit-and-ride bikes.
- The childminder takes time to listen to younger children's babbles and gestures, and responds to what they are saying. However, she has not yet considered ways of implementing the home languages of children who speak English as an additional language within the setting, in order to further promote their language development.
- The childminder plans activities to support children's early mathematical development. She encourages children to work out simple problems. For example, young children access shape sorters to figure out what shape will fit through corresponding holes in containers.
- The childminder regularly reviews her practice and seeks the views of parents, to support her to identify areas for improvement. She attends a range of mandatory training courses. However, the childminder has not identified training opportunities to support her to raise the quality of her already good teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She is able to identify the signs and symptoms of abuse, including broader safeguarding concerns, such as the 'Prevent' duty. The childminder carries out daily risk assessments of the premises before children arrive, and assesses all activities that children take part in. She makes sure that all members of the household have completed suitability checks. The childminder implements procedures effectively to maintain children's safety and health. For example, she maintains stringent hygiene standards. The childminder maintains her first-aid qualification and public liability insurance. This helps to keep children safe.

What does the setting need to do to improve?

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

- allow younger children more time to engage and be involved during messy play activities
- strengthen the ways in which children who speak English as an additional language to use, see and speak their home languages within the setting
- focus more precisely on developing a targeted programme of professional development that helps to ensure that high-quality learning is promoted and enhanced.

Setting details

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| Unique reference number | 137931 |
| Local authority | Merton |
| Inspection number | 10106444 |
| 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 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 26 November 2015 |

Information about this early years setting

The childminder registered in 1991. She lives in Colliers Wood, in the London Borough of Merton. The childminder operates her service all year round from 8am to 6pm, Monday to Thursday.

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. The childminder 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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