

Childminder report

Inspection date: 19 May 2022

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 benefit from a childminder who plans a good overall range of activities, that are focused on their interests and abilities. They are eager to participate in the learning experiences on offer and all children, including those with special educational needs and/or disabilities (SEND), make good progress. Children are happy and motivated to learn. They are confident to lead their own learning and make choices about what to play with or do. The childminder and her assistants have high expectations about what children can do for themselves. They successfully teach children self-help skills. This helps children who are confident to manage their own personal care needs. They wash their hands before meals and after playing in the garden.

Children behave appropriately for their age. They are learning to take turns and share resources. They anticipate what they will be doing next, which shows they are familiar with the routines. The childminder and her assistants teach children of all ages to consider the needs of others and they develop firm friendships.

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

- The childminder gets to know the children well. She finds out as much as she can about what children know and can do before they join the setting. This helps the childminder to plan for children and support their individual learning from the outset. She seeks advice and guidance, working with all agencies involved with children with SEND or from a disadvantaged background, to support them to make progress.
- The childminder knows what she wants children to achieve. She focuses well on children's learning and provides purposeful activities for them. However, she does not consistently share with her assistants what children already know and need to learn next, to support their achievements even further.
- The childminder and her assistants support children's communication and language development well, overall. They enthusiastically engage in conversation and support children to communicate with them. Books and stories help to develop children's language and some questions are woven into the teaching by the childminder. However, at times, she does not support her assistants to use different questioning techniques to develop children's language even further.
- The childminder has a variety of resources. She uses these effectively to support children's skills in all areas of learning. Young children learn about different textures through using slime, sand and play dough. She allows children to select different resources and carefully supports them in their learning. For example, children count gems they find in sand when they use the magnets.
- Parents speak highly of the childminder. They comment that their children are

always excited to see her and they feel very well informed about their child's day and progress. Parents say the childminder regularly shares home learning packs to support children's development and is very supportive to them as families.

- The childminder has recently been focusing on children's mathematics skills. Children join in with number rhymes and count backwards. They recognise shapes as they fit different shapes inside each other when completing a puzzle.
- The childminder organises routines effectively to meet children's welfare and learning needs. Mealtimes are relaxed and sociable. The childminder, her assistants and children talk happily together as they enjoy nutritious food. Children enjoy regular exercise, for instance, they have plenty of opportunities to play in the garden, climb slides and run around. Younger children gain confidence and move about the garden using walkers.
- The childminder is enthusiastic and enjoys her role. She places a high priority on her professional development and that of her assistants. She targets training to support children attending the setting. For instance, they recently attended training to support children's listening and language skills. They use this knowledge to develop their practice and support the children. The childminder completes independent reading and research to help her to support herself and assistants to stay up to date with childcare practices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their roles in keeping children safe. They have good knowledge of the signs that may indicate a concern about children's welfare, including abuse, exposure to extreme views and keeping children safe online. The childminder and her assistants know the procedures to follow and the people to contact should they have a concern. They keep up to date with the latest child protection information and guidance through attending training and research. Ongoing review of policies ensure they are up to date with current guidance. The childminder and her assistants understand the process to follow should an allegation be made against them.

What does the setting need to do to improve?

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

- support assistants to understand what skills children already know and need to learn to enhance the quality of education further
- enable assistants to use varying questioning techniques to develop children's language skills.

Setting details

Unique reference number	2544258
Local authority	Merton
Inspection number	10215477
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 3
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Merton. She offers her service Monday to Friday from 7.30am until 6pm, except on bank holidays and a week at Christmas. The childminder holds a relevant childcare qualification at level 3. She offers funding for children aged two, three and four years old. The childminder works with assistants.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and childminder completed a joint observation of a language activity led by an assistant.
- The inspector spoke to parents on the telephone to gather their views.
- The inspector looked at a range of documentation, such as evidence of suitability and qualifications.

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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