

Childminder report

Inspection date: 20 October 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcome, homely environment. Children are friendly and have good relationships with her and each other. They play cooperatively together and enjoy each other's company. They move independently between the downstairs rooms and choose from a wide range of resources. Children enjoy healthy snacks and meals throughout the day. They confidently make choices about the fruit they would like to eat and talk about their favourite foods. They benefit from outdoor play in the garden and go on walks around the local area.

The childminder has high expectations of the children. She plans challenging activities to teach the children the skills and knowledge they will need at school. Children enjoy matching and counting activities and confidently write their names. They make good progress in all areas of learning.

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

- The childminder teaches children to be respectful of each other and to manage their feelings and behaviour. They use quiet voices when others are resting. The childminder supports them to take some quiet time when they feel overwhelmed. The children learn how to follow rules and to share. For example, when two children want the same toy, the childminder talks to them about taking turns and uses a timer to help them know when it is their turn.
- Children have a secure understanding of numbers and counting. For example, they count balls as they throw them into a large pit and enjoy matching the dots on dominoes. They recognise numbers on the floor mat and join in with hopscotch number games.
- The childminder teaches children to keep themselves safe. She reminds them to hold the banister as they go up and down the stairs. Children learn to be respectful of each other's personal space when using the bathroom. The childminder talks to children about making their own choices and being their own person. This teaches children that their views and ideas are valued.
- Children learn to independently manage their personal care needs. The childminder supports them to use the toilet by themselves and to put on their slippers after rest times. Older children choose if they need to rest or sleep during the day. The childminder is introducing oral hygiene into the curriculum and is planning to add toothbrushing to the daily routine.
- Parents are happy with the personal touch and one-to-one support the childminder provides. They feel the structure she provides helps their children make good progress. The childminder works in partnership with parents, which means children get consistency between their home and the childminder. For example, there are agreed strategies to help children learn to manage their behaviour.

- The childminder has a good knowledge of each child's development. Weekly plans are designed to extend children's knowledge and abilities. She understands the importance of progress checks for the children, makes regular informal assessments and plans well for children's next steps.
- Children enjoy attentive interactions with the childminder. She engages them in conversation and teaches them new words during their play. For example, when they are riding wheeled toys, she introduces directional words like 'forwards' and 'backwards'. Children confidently use a wide range of vocabulary and follow instructions well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities around safeguarding. She knows the signs and symptoms of abuse and the impact of environmental issues, such as domestic violence, on children's welfare. She knows how to report any concerns she has or an allegation made against her. Risk assessments are carried out daily to check the indoor and outdoor areas are safe. The childminder has a good knowledge of first aid and how to respond in an emergency.

What does the setting need to do to improve?

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

- further develop knowledge of the progress check to be completed for children between the ages of two and three
- implement procedures that further promote good oral health.

Setting details

Unique reference number	EY435333
Local authority	Merton
Inspection number	10235592
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Merton. She provides care from Monday to Friday, all year round. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable for children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children told the inspector about their friends and what they like to do when they are with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.

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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