

Childminder report

Inspection date: 23 January 2023

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

The provision is good

Children show that they feel happy and secure in the care of the childminder and her co-childminder. They confidently explore the environment and demonstrate that they feel comfortable in the childminder's home. Children behave well. They learn to share and take turns, and relish in the praise which they receive. The childminder is a good role model. She sets clear, age-appropriate boundaries, which children easily understand. Children instinctively help to tidy away toys when they finish playing. They enjoy choosing their next activity from the variety of exciting resources on offer.

Children develop a love of books from an early age. They listen intently as the childminder reads to them, changing her tone as she goes along. She asks children to predict what might happen next in the story. They eagerly tell her that 'the orcas will eat the sea lions'. The childminder introduces new words, such as 'narwhal', which enhances children's vocabulary further. She builds on children's interest in sea life in the garden as they explore arctic animals in their 'frozen' habitats.

Children learn the importance of being healthy. They excitedly wash their hands and sing a handwashing song together, before helping to prepare their morning snack of fruit. The childminder engages children in meaningful discussions about the benefits of eating and keeping well. She skilfully extends discussions with children to include the importance of brushing their teeth. Children enjoy ample opportunities to be physically active in the garden and at local parks.

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

- The childminder is clear about what she wants children to learn. She obtains important information about children and their families before they join her setting. The childminder liaises with parents to record information about children's development. This helps her to establish what children need to learn next. The childminder uses this information, alongside her detailed assessments, to plan a broad curriculum that helps children to make good progress.
- The childminder develops close bonds with children. She has a good knowledge and understanding of their individual needs. The childminder is very responsive to children's cues, for example when they are tired or unwell. She offers them reassurance and cuddles, and they soon settle.
- Children practise their fine-motor skills. They confidently spread glue onto their plates, and carefully place photos where they wish. Children eagerly show their pictures to the other children in the group. However, they are not always able to have their own ideas and express their creativity during adult-led activities.
- Parents speak highly of the childminder. They compliment the home-from-home environment and praise the good level of support they receive. Parents are

happy with the information they receive about their child's development, which they say helps them to support their child's learning at home.

- Children play happily outdoors. They show great excitement when they discover a frozen spider's web and invite their friends to come and see it. Children explore the wood slices and look at the pictures on them. The childminder encourages them to find specific slices. She names the pictures as children pick them up, building further on their vocabulary. Children confidently move across the stepping stones, showing determination to get from one end to the other. However, the childminder does not consistently take advantage of opportunities to use numbers and counting, to further extend children's mathematical skills.
- Children benefit from frequent opportunities to go out and about in the local community. They regularly visit the library to borrow books that interest them. The childminder gives children extra responsibility, and they know how to return their books and hand over their library cards. Children develop their social skills when they attend local playgroups to meet and play with other children.
- Children develop good levels of independence. The childminder encourages them to complete everyday tasks for themselves. For instance, children wipe their own noses and get dressed by themselves to go outside. This gives them useful skills that contribute to their school readiness.
- The childminder is committed to improving the quality of her provision and her professional development. She accesses regular training and attends weekly webinars to build on her current skills and enhance her existing knowledge. For example, the childminder has recently completed training about allergies. This has enabled her to inform parents and support children even more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding procedures. She knows the signs which indicate a child may be at risk of harm. The childminder completes regular training to keep her knowledge up to date. She is vigilant as children explore and offers them appropriate reminders on safe practices to ensure that they stay safe as they play. The childminder completes regular risk assessments, helping her identify and remove possible hazards. All required documentation and records are in place.

What does the setting need to do to improve?

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

- allow children to express their own creativity and to develop their thinking skills during adult-led activities
- help children to gain an even better understanding of mathematical concepts, including numbers and counting.

Setting details

Unique reference number	138102
Local authority	Merton
Inspection number	10234195
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 March 2017

Information about this early years setting

The childminder registered in 1988. She lives in Raynes Park, in the London Borough of Merton. The childminder works with a co-childminder. She operates from 8am to 6pm, Monday to Thursday, all year round, except for bank holidays. The childminder holds a level 4 qualification in early years.

Information about this inspection

Inspector

Louise Drewett

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 setting.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision for children.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector in written comments.
- The inspector held discussions with the childminder and her co-childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.

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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