

# Childminder report

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Inspection date: 1 March 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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 are happy, safe and settled in the childminder's care. They busily explore the welcoming learning environment. Children express their needs with confidence. For example, they approach the childminder when they are hungry or tired. Children develop positive attitudes to learning because the childminder has high expectations of them. They learn new vocabulary, which helps them to become confident talkers. Children secure their independence through everyday tasks they manage themselves, such as putting their shoes and coats on. Children make good progress and learn a range of skills that help to prepare them for future learning.

Children benefit from going on regular trips in the local community, such as to parks and places of interest. This helps them learn about different people and the world around them. Children are active and enjoy learning in the fresh air. They continue to master their physical skills indoors. For example, they test their balance and coordination skills while they walk on different-textured floor puzzles. Children enjoy learning the names of colours. They work out how to connect puzzle pieces together. Children learn to negotiate with one another and behave well.

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

- The childminder is enthusiastic about how children learn. She is kind and caring and considers each child as a unique individual.
- The childminder evaluates her service effectively to strive for improvements. For example, she regularly seeks the views of parents and children to make positive changes in her setting to benefit children. The childminder keeps herself up to date, including through training and research, to meet the requirements.
- Children form secure attachments with the childminder, who is a positive role model. As a result, children learn to take turns, show kindness to one another and display good manners.
- The childminder develops strong partnerships with parents. She provides them with support and guidance on child development. They regularly share information about children's care and learning. This helps to provide consistency in children's learning and development. However, the childminder does not regularly share information about children's learning with staff from other settings that children attend, to ensure continuity in children's development.
- The childminder listens to children and follows their interests. However, there are occasions when she intervenes too quickly during planned activities and does not let children solve problems in their own time.
- The childminder knows children well and plans for their learning successfully. She regularly reviews their progress. The childminder knows how to carry out required assessments to identify children's strengths and areas for further development.

- Children benefit from healthy and nutritious meals, including fresh fruit and vegetables, throughout the day. This helps them naturally learn how to lead healthy lifestyles.
- The childminder gives clear instructions to children, and they develop a secure understanding of how to behave to keep themselves safe, including indoors.
- The childminder follows children's interests as they play. Children choose from a range of high-quality resources and learn how to operate different toys and equipment. For example, they know that the light panel needs to be switched on for it to light up.
- Children love learning and exploration. For instance, they enjoy sorting resources and observing how translucent colours brighten up when the light shines on them.
- Children enjoying listening to stories read by the childminder. They enjoy repetition and develop a love for books. This helps them build on their communication and language skills and supports their early literacy development.
- The childminder encourages children to develop their small-muscle skills. For example, she praises children as they thread beads onto string, using their hand-to-eye coordination.
- The childminder uses some words in the children's home language to support their communication and language skills further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder regularly completes safeguarding training to ensure that she keeps her knowledge of child protection up to date. She understands the signs that may indicate a child is at risk of harm. The childminder knows how to report concerns about a child's welfare, in line with the local safeguarding partnership. She carries out daily risk assessments to identify and remove any potential hazards in the environment 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:**

- enhance information-sharing with staff from other settings that children attend, to provide greater consistency in children's learning and development
- build on current opportunities for children to solve problems in their own time, to enrich their learning and enjoyment.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY458210  |
| <b>Local authority</b>                             | Merton  |
| <b>Inspection number</b>                           | 10236072  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 2  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 3   |
| <b>Date of previous inspection</b>                 | 7 March 2017  |

## Information about this early years setting

The childminder registered in 2013 and lives in the London Borough of Merton. She operates from 8am to 6pm, Monday to Friday, for 48 weeks of the year.

## Information about this inspection

### Inspector

Katarina Hustava

### 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 inspector had a learning walk of the setting to understand how the provision and the curriculum are organised.
- The inspector and the childminder evaluated an activity together.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the childminder's setting with the inspector via a telephone conversation.
- The inspector spoke to children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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