

# Childminder report

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Inspection date: 23 March 2023

<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

Very young children thoroughly enjoy their time with this dedicated and thoughtful childminder. They quickly settle when they first arrive and keenly find their favourite toys. For example, children rummage through a box of pretend kitchen utensils and say 'roar' when they find toy dinosaurs. Overall, the childminder is consistent in her approach to help to meet the individual needs of all children.

Children have a warm and positive relationship with the childminder and her family members. Children keenly greet them with their names and a 'high five'. Young children use the childminder as a secure base from which they explore their environment. They frequently return to her for a hug. This demonstrates that children are emotionally secure and that they feel safe.

Children make very good progress from when they first start, particularly in communication and language skills and personal, social and emotional development. This is shown as children develop and keenly use new vocabulary. For example, young children say 'sure', 'super' and 'tidy up' when they help to tidy toys.

Children behave well given their young age. The childminder has high expectations for all children, and she is consistent in her approach to help to support children to share and take turns. Children begin to develop a sense of right and wrong.

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

- Even though the childminder understands the importance of monitoring children's attendance, she has failed to record children's times of arrival and departure. This is a breach of requirements. That said, the childminder describes how this used to form part of her daily practice. Despite not recording this information, the childminder is able to share with the inspector children's attendance patterns. There is minimal impact on children's welfare.
- The childminder effectively implements her many policies and procedures. Her settling-in procedures are flexible and managed on an individual basis, depending on the children's and parents' needs and wishes.
- The childminder successfully explains and follows her procedures for safe use of mobile phones to meet safeguarding and welfare requirements and her legal obligation to meet data collection regulations.
- The childminder is reflective and self-evaluative. She takes into account the views of parents, completes training and effectively reflects on her practice to ensure she provides high-quality childcare and education for all children.
- Parents say they welcome settling-in sessions and how they share important information with the childminder for a consistent approach and to help children

to settle. For instance, the childminder finds out about children's dietary requirements, their daily routines and what they know and can do.

- The childminder effectively communicates with parents. Parents say they appreciate verbal feedback and electronic messages on a daily basis to help to keep them fully informed and promote effective partnership.
- The childminder knows the children very well. She plans a curriculum well that supports children's individual needs and good progress. However, the childminder does not always focus fully on what she intends children to learn next. Despite this, children make rapid progress with their communication and language skills.
- Children eagerly explore and investigate resources independently. The childminder skilfully engages with children as she helps them to develop their ideas as they play. For example, children use a pretend phone to call 'mummy' and 'daddy' and they say 'cheese' when they pretend to take a picture with a toy phone.
- Children enjoy listening and responding to stories read by the childminder, rhymes and songs. For example, children concentrate as they keenly point to, and count, animals in a picture book. They join in with actions as they keenly sing 'Twinkle, Twinkle, Little Star' and excitedly point to different body parts such as their head, knees and toes.
- Children benefit from many outings to their local community to help to promote their sense of identity and develop important social skills. For example, children enjoy weekly trips to local toddler groups and soft-play centres.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses training to help to keep her safeguarding knowledge current. She confidently explains the potential signs and symptoms that may indicate a child is at risk of harm. The childminder knows who to raise her concerns to if she has a safeguarding concern about a child. She completes daily checks of her home to remove all hazards that may be a potential risk to children. The childminder's home is safe and secure. She always supervises children, such as when they play, rest and sleep, to help to keep children safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure records for the times and dates children are on the premises are maintained.	12/04/2023

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

- focus more precisely on what you intend children to learn.

## Setting details

<b>Unique reference number</b>	EY391248
<b>Local authority</b>	Merton
<b>Inspection number</b>	10283668
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	10 October 2017

## Information about this early years setting

The childminder registered in 2009 and lives in Wimbledon in south-west London. She works Monday to Thursday, 8am to 7pm, term time only. The childminder offers funding for the provision of free early education to children aged two, three and four years. She has an appropriate childcare qualification.

## Information about this inspection

### Inspector

Jane Morgan

### 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 provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector and the childminder evaluated the organisation of the environment and opportunities available for children.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.

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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