

# Childminder report

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Inspection date: 30 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

Children are happy and relaxed in the childminder's home. They listen to the childminder and follow her instructions. For example, when children struggle to follow the rules of the setting the childminder gently guides them. Children are learning to share and take turns. The childminder praises children when they are kind to one another. Children are learning to consider the feelings of others. They behave well.

Children select from a wide range of activities. They make choices about what they want to play with and explore freely. For example, children can choose to paint, build using blocks and play with small-world characters. The childminder asks the children what they would like to play with. Children feel listened to. They have high levels of self-esteem.

Children enjoy exploring nature. They visit local gardens and climb trees; they explore natural objects. Children spend time at the local park and in the childminder's garden. They are learning to be physically active in the fresh air. Children can take appropriate risks in their play. They are gaining confidence and physical strength.

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

- The childminder creates a curriculum with a clear learning intent. She helps children to build on their existing knowledge and skills. The childminder finds out about children's previous experiences and interests. She provides children with opportunities for learning that they enjoy.
- The childminder supports children to develop mathematical skills. For example, when children show an interest in clocks, she talks to the children about how to tell the time. Children talk about what time they get up and go to bed. They are learning about time and how it relates to them.
- The childminder finds out what children know and can do. She uses this to plan activities that consider the needs of all children. For example, when children paint eggs for Easter the childminder considers the learning needs of all children. Some children explore colour mixing, others practise using different tools and equipment. Children are supported to reach their developmental milestones.
- The childminder understands how to teach children new language. She reads stories and sings songs to the children. Generally, children join in. Most children repeat and use new words in their play. However, on occasion the childminder does not fully consider the language needs of the youngest children in her interactions. Some children are not fully supported to use the most ambitious language.

- Parents are happy with the care that children receive. They report that the childminder sends them photos and videos of what children are learning about. Parents say that this helps them to extend their children's learning at home.
- The childminder understands that some children need additional support with their learning. She works with parents and external agencies when children have gaps in their knowledge and skills. Children are able to access the expert help that they need to reach their learning milestones.
- The childminder gives children some opportunities to develop their self-care skills. However, in focused activities the childminder sometimes steps in to help children too quickly. Children do not fully develop their independence skills in focused activities.
- The childminder is reflective of her practice. She regularly looks for continuous professional development opportunities. For example, she has recently attended training to support her to identify children's starting points. This helps her to identify what children need to learn next. The childminder's knowledge and skills develop over time.
- The childminder understands that it is important for children to learn about other people and communities. She plans activities for children to learn about other languages and festivals. Children who speak English as an additional language are encouraged to share words from their home languages. Children learn to understand and respect each other's differences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the factors that may effect her suitability. She knows that she must contact Ofsted to report any changes to her circumstances. The childminder is aware of the safeguarding issues that may affect the children that she cares for. She is able to talk about the signs that may cause her concern that children are at risk of abuse or harm. The childminder knows how to work with her local safeguarding partners to report her concerns. The childminder carries out regular risk assessments of her home. She assesses risk when taking the children on trips into the local community. This helps her 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:**

- strengthen the teaching of new language, so that all children are invited to join in and use new words in their play
- consider further how to develop children's independence in focused activities, so that children are able to do things for themselves.

## Setting details

<b>Unique reference number</b>	137935
<b>Local authority</b>	Merton
<b>Inspection number</b>	10276673
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	27 July 2017

## Information about this early years setting

The childminder registered in 1998. She lives in New Malden in the London Borough of Merton. She is available Monday to Thursday all year round, excluding bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

**Inspector**  
Kate Daurge

## Inspection activities

- This was 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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