

Childminder report

Inspection date: 19 April 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder works alongside a co-childminder. They offer a welcoming and child-centred environment, where children feel safe, happy and secure. Children are confident and independently choose what they would like to play with as they move freely around the play area. They have access to a broad and varied curriculum inside and outside the premises. This helps to captivate all children's interests. Throughout the year, children have good opportunities to develop their knowledge and understanding about the world and experience communities beyond their own. For instance, children visited the local mosque during Eid.

Children have good levels of imagination. They become engrossed in role play as they explore a wide range of role-play resources. Children show care and consideration as they put their dolls on the potty and lay them on a blanket to sleep. The childminder has high expectations for every child. Children are regularly rewarded for their good work with verbal praise. Consequently, they develop confidence and have a positive can-do attitude. Children's behaviour is good. They listen well and follow the childminder's instruction to tidy up resources before getting ready to go out into the garden.

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

- The childminder supports children effectively to develop their communication and language skills well. For example, she includes stories and singing in circle time activities. Children who speak English as an additional language are supported well. For example, the childminder communicates with them in English and Polish. This supports children to become skilful and confident communicators.
- Children of all ages are provided with meaningful opportunities to be independent. They know that before going into the garden, they must get their shoes and coats from their locker. Older children show growing coordination as they put on their own coats and wellington boots.
- The childminder and her co-childminder have a wealth of experience and hold early years qualifications. They work effectively as a team to assess and monitor children's progress and development on a termly basis. This enables the childminder to identify what children know and can do and plan for their next steps in learning. She regularly shares information about children's progress and next steps in learning through messaging platforms, discussions and assessments. Parents are encouraged to share and support children's learning from home. This helps to promote consistency and positive outcomes for children.
- Children have good opportunities to develop their literacy skills. They see lots of texts and pictures on posters displayed at their level and in books. Young

children enjoy short stories. They show their growing confidence as they learn to hold tools, such as scissors and scoops, while playing with dough. This helps to strengthen their hand muscles in preparation for writing.

- Partnerships with parents are good. The childminder uses various methods to seek the views of parents via annual questionnaires and daily discussions. This supports her to tailor her service and practice to meet the individual needs of the families. Parents speak very highly of the care and education that their children receive. They are pleased with the progress that their children make. Parents comment they observe their children are talking more and can identify numbers.
- The childminder understands the importance of providing children with a healthy and well-balanced diet. Children enjoy fruit at snack times and eat very well at lunchtime. However, the childminder does not consistently enhance children's awareness and understanding of the importance of healthy eating. For example, she does not use mealtimes as an opportunity to engage children in meaningful conversations about healthy food choices.
- The childminder accesses some online training to extend and refresh her knowledge and skills. For example, she has completed training about children learning through play and effective planning. This has supported her to ensure that children have access to a stimulating range of activities that interest and motivate them to learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about safeguarding procedures and understands her role and responsibility to keep children safe. She regularly updates her knowledge of current legislation by completing training. The childminder demonstrates a sound knowledge of how to report and refer any allegations to the local authority designated officer. She completes daily risk assessments to ensure that the premises are safe. The childminder supervises children diligently and teaches them how to keep themselves safe. For example, she reminds younger children of the dangers of hurting themselves while wearing aprons and climbing up the slide.

What does the setting need to do to improve?

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

- consider ways to support children to understand the benefits of a healthy eating.

Setting details

Unique reference number	EY488377
Local authority	Merton
Inspection number	10280390
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	1 to 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	6 September 2017

Information about this early years setting

The childminder registered in 2015 and works from premises in New Malden, in the London Borough of Merton. She works together with a co-childminder. The childminder offers care all year round from 7am to 5pm, Monday to Friday. She holds a childcare qualification at level 8.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder explained how she organises the childminding environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder, co-childminder and children to help evaluate the quality of education.
- The childminder and the inspector completed a joint observation.
- The inspector took account of the verbal and written feedback from parents as part of the inspection process.
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the adults living on the premises, insurance and registers.

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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