

Childminder report

Inspection date: 18 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder follows the Montessori practice in her setting. She creates a calm and welcoming environment where children are settled and immerse themselves in interesting and meaningful play. The childminder supports children to choose freely and to tidy up once they have finished playing. They have a strong sense of belonging and settle very well. Children understand the routines and show good behaviour. They are encouraged to be kind and respectful, and show positive attitudes towards their learning. Children listen well and relish in the childminder's approval.

Children eagerly participate in a range of activities, such as mark making, water play and threading items. They show secure physical skills while playing outdoors, for example when running, walking and moving around resources with good coordination. The childminder ensures that children visit parks where they can practise using equipment they are not able to access in her home. These experiences support children to strengthen their skills.

Children giggle with excitement as they play with sand and water, creating their own beach. They become enthralled while listening to the sound of seashells. Older children excitedly place animals into groups depending on their species. Younger children enjoy exploring the imaginative toys as they pretend that play people are sitting on the beach. The childminder promotes children's confidence very well. She acknowledges their efforts with praise. Children learn the necessary skills they need in readiness for their move to school.

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

- The childminder is committed to her role and knows her responsibilities well. She leads her setting with passion and dedication. She aspires for children to achieve their best and to be resilient and capable individuals. Self-evaluation includes the views of parents and children. The childminder attends training to improve her knowledge and skills, and enhance the curriculum provided for children. Her capacity to continually improve and bring about change is good.
- The childminder knows the children well, including their likes, dislikes and starting points. She uses her observations and assessments of children to design a well-sequenced and ambitious curriculum to support their learning. However, the childminder does not think carefully about the way questions are used to further extend children's thinking and speaking skills. For example, she does not give children time to formulate their response and express their ideas.
- Children learn to count and know numbers. Younger children count to five and beyond effectively with support, while older children carefully count to 20 without support. Older children expressed they can 'count to higher' but would

need help. However, opportunities to extend children's knowledge of shapes are not used consistently well to raise their mathematical concept further.

- Children's independence is promoted very well. The childminder encourages children to choose and explore resources and to tidy them away once they are finished. They know how to put their own shoes on. Consequently, children are very engaged in their learning.
- The premises are clean and well organised. Nappy changing routines are effective. The childminder teaches children about good hygiene practices and the importance of healthy eating. She provides lots of fresh fruits and vegetables daily and drinking water is constantly available. Children spend lots of time outdoors and relish playing in the fresh air. They understand what it means to live a healthy lifestyle.
- Partnership with parents and professionals is strong. The childminder promotes mutual trust and respect with parents and the local authority professionals. Parents provide the childminder with information about their children's fascinations and interests. The childminder keeps parents informed of their children's time at the setting, which further supports children's learning.
- The childminder teaches children very well about differences and similarities beyond their own experiences. Children learn about different animal types, and group them, accordingly, referring to them as a family. The childminder helps children to understand the different make up of families in society. She teaches children about festivals from around the world and celebrates children's individuality. This helps them to understand it is okay to be different and prepares them well for life in modern Britain.
- Children enjoy visits to the local library and select books to read with the childminder. They spend time enthralled in books, looking at the pictures, while older children try to read. Younger children develop an awareness that print carries meaning. Older children are very confident as they sound out letters to spell their name. Children thoroughly enjoy their time with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has safeguarding policies and procedures in place, which she understands well. She is aware of her responsibility to keep children safe from harm and abuse. She has a secure knowledge of the procedures to follow if she is concerned a child's welfare might be at risk of harm. The childminder knows the appropriate agency to report any allegation raised. She is aware to inform Ofsted of any significant change to her circumstances. The childminder helps children to learn to keep themselves safe, for example by following effective hygiene practice. She ensures that her premises are consistently safe for children.

What does the setting need to do to improve?

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

- give children more time to respond to questions to support their critical thinking and enhance their speaking even further
- further support children's awareness of shapes to expand their mathematical knowledge.

Setting details

Unique reference number	2627580
Local authority	Merton
Inspection number	10288895
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in New Malden, in the London Borough of Merton. The childminder operates Monday to Friday from 7am until 6.30pm all year round. She provides funded early education for two-, three- and four-year-old children. The childminder has a level 3 childcare qualification.

Information about this inspection

Inspector

Marvet Gayle

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 around the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how she organises the provision, including the curriculum aims and rationale for children.
- The inspector observed the quality of teaching provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children and reviewed written feedback from other parents.

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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