

# Childminder report

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Inspection date: 23 May 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 build secure relationships with the childminder and her family, and they are happy, safe and settled in her care. Children are confident to lead their own learning and make choices about what they want to play with or do. They have fun engaging with the small-world farm animals. They create a pen for the pigs to play in mud. Children are encouraged to develop a passion for books. They call the childminder into the comfy tent to snuggle and share their favourite stories. They take every opportunity to share a book with the childminder.

The childminder has high expectations for every child. Children's behaviour is good. They are encouraged to be polite, share and have consideration for one another. For instance, children say 'please' and 'thank you' at appropriate times and help to tidy away activities before they move on to the next activity.

Young children's mathematical development is progressing well. They enjoy completing six-piece puzzles with ease and show perseverance and problem-solving skills. Children concentrate intently as they flip, slide and wriggle puzzle pieces into position, developing effective hand-eye coordination. They count to three correctly, detailing the animals on the puzzle without being prompted. Children make good progress in relation to their starting points.

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

- The childminder provides children with opportunities to be creative and develop their mark-making abilities. Young children focus and concentrate intently as they carefully hold chunky chinks to create portraits of the childminder. Babies and younger children have tremendous fun during musical sessions. They enthusiastically beat on drums, move handbells and shakers to create a range of rhythms as they sing along.
- Children's understanding of the world is fostered well. They learn about how things grow as they visit the local allotment. They work together to harvest a range of fruits and vegetables that include marrows, strawberries, pumpkins, apples and carrots.
- The childminder effectively promotes children's communications skills. She asks open-ended questions and provides commentary during play to help support and extend children's thinking and vocabulary skills. This helps children to become skilful, confident communicators.
- Children have opportunities to spend a great deal of time outside, such as in the childminder's garden, at local parks, farms and soft-play areas. They develop good physical skills as they negotiate large, fixed equipment, developing their climbing and balancing skills. They develop a love of nature and animals at the farm as they observe the animals in their habitats.

- The childminder has a good knowledge of individual children's learning needs. She closely monitors what children can do to plan their next steps and provides challenge to strengthen children's development. She swiftly identifies when a child might need extra support with their learning.
- The childminder has a positive approach to her continuous professional development and has completed a broad range of training. For example, she has completed courses in the understanding of autism spectrum disorder awareness, the role of the special educational needs coordinator and selective mutism. However, training opportunities are not wide enough to support her to consistently address any minor gaps in her education or the curriculum.
- The childminder helps children to learn about the importance of good hygiene and to keep themselves healthy. For example, children are aware they must wash their hands for 20 seconds as the childminder counts. Young children dry their hands on paper towels and independently dispose of them in the bin. They learn about the importance of oral hygiene and how to look after teeth. For instance, they use toothbrushes to clean the farm animals' teeth in the water tray.
- The childminder is highly experienced and trained to support children with special educational needs and/or disabilities. She works closely with parents and professionals to target any gaps in children's development. This ensures that children obtain the care and support they need to reach their full potential.
- Partnerships with parents are effective. Parents speak very highly of the service that the childminder provides. They appreciate the childminder's support and guidance on issues such as potty training, transitioning from milk to solids and children's milestones. Parents comment that the childminder has 'continuously proven to exceed our expectations in providing a nurturing, supportive and stimulating environment to our children.'

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge. She is confident to recognise possible risks to children, including exposure to upskirting, cuckooing and extreme views or behaviour. The childminder knows to seek safeguarding advice and support from the relevant agencies. Children are well supervised. The home is regularly risk assessed and maintained to a high standard. The childminder takes the time to teach the children about how to keep themselves safe. For example, she reminds younger children to watch the step to safely get to the outdoor area.

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

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

- seek further training opportunities to maximise the planning of the curriculum

and activities for younger children to an even higher level.

## Setting details

<b>Unique reference number</b>	EY462243
<b>Local authority</b>	Merton
<b>Inspection number</b>	10288819
<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>	0 to 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	1 November 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Raynes Park, located in the London Borough of Merton. The childminder is available to care for children Monday to Friday, from 7.30am to 6pm, all year round, apart from family holidays.

## 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 childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children to help evaluate the quality of education.
- The inspector interacted with children at various points during the inspection.
- The inspector took account of parents' written feedback 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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