

# Childminder report

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Inspection date: 29 June 2023

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

## What is it like to attend this early years setting?

### The provision is good

The childminder offers a welcoming and homely environment, where children feel happy, safe and secure. Children eagerly welcome visitors to the childminder's home and are keen to share their play with them. Children set up games of snakes and ladders and show great excitement as they roll the dice. They happily take turns with the childminder and visitors.

Children are motivated to learn and they approach activities with curiosity and excitement. For example, they choose colour cards and eagerly search the playroom for matching coloured items. They show pride when the childminder celebrates with 'high fives' at the end. This supports their confidence and self-esteem.

Children behave well and they consistently demonstrate good manners. They help to tidy up and they listen to the childminder's instructions. The childminder has high expectations for behaviour and values good manners. She praises children when they say 'please' and 'thank you', encouraging them to be polite.

Children enjoy spending time in the local community. For example, they attend rhyme-time sessions at the library, where they have opportunities to meet other children. This helps to develop children's confidence and social skills. Children regularly visit the local adventure playground, where they can be physically active. For instance, they bounce on the low-level trampolines and explore the giant sandpits.

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

- The childminder has a good understanding of how children learn. She plans an exciting curriculum based on their interests and what she wants them to learn next. The childminder completes regular progress assessments. These help her to identify and address gaps in children's learning.
- Overall, children are engaged well in their play and respond positively to the broad range of learning experiences, including adult-led activities. They enthusiastically pour sand, sort animals and count blocks. However, the childminder occasionally brings activities to an end when children are still engaged. As a result, children's concentration and independent learning are sometimes interrupted. Nonetheless, children make good progress and are well prepared for the next stage of learning.
- The childminder reflects on her provision and practice. She has identified the need to develop her garden in the future to provide even better opportunities outside. The childminder accesses online and face-to-face training to ensure her knowledge is up to date. She ensures that mandatory training, such as

paediatric first aid, remains up to date.

- The childminder promotes a love of reading. Children have access to a good range of reading materials. The childminder sits with them to share stories. She encourages children to make predictions and complete sentences. Children excitedly explain what they think will happen next, showing a familiarity with the story being read.
- The childminder has good relationships with parents. She communicates with them daily, sharing key information about their child's day. Parents and children speak highly of the childminder. Parents say that they feel assured that their children are safe in her care. Children say that they love coming to the childminder's home and love to play with the farm animals and airport.
- The childminder encourages children to be independent throughout the day. Children confidently wash their hands before and after meals. They competently feed themselves and set up activities that they wish to play with.
- Children learn about the importance of leading healthy lifestyles. The childminder provides a good range of healthy snacks and meals. She teaches children why they should wash fruit and vegetables before eating them. Children learn how to take care of their teeth and brush them as part of their daily routine.
- Children use their broad imaginations even from a young age. For example, they pretend they are going to the shops. Children fill their baskets with a range of play foods, press buttons on the cash register and place money inside. The childminder uses opportunities that arise to enhance children's learning. For example, she prompts children to count their coins and encourages them to use mathematical language such as 'more than'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe and how to promote their well-being. She can identify a range of signs that may indicate a child is at risk of harm. The childminder understands the steps to follow if she has any concerns about children's welfare. She knows the procedure to follow if there are any allegations raised against herself or a family member. The childminder regularly assesses any risks in her home and teaches children to manage risks to keep themselves safe. For example, she teaches children not to run and to sit down while they are eating.

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

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

- provide more time for children to complete activities so that they can fully engage and bring their play to a satisfactory end.

## Setting details

<b>Unique reference number</b>	2628562
<b>Local authority</b>	Merton
<b>Inspection number</b>	10281127
<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>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in March 2021 and is located in Mitcham. She provides care from Wednesday to Friday between the hours of 8am and 6pm. The childminder offers funded places for two-, three- and four-year-olds. The childminder has an appropriate early years qualification.

## Information about this inspection

### Inspector

Louise Drewett

### 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 her setting.
- The childminder spoke to the inspector as part of the learning walk. She discussed with the inspector what she wants children to learn and how she plans, implements and measures the impact of her curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector took account of parents' written views about the setting.
- The inspector interacted with the children throughout the course of the inspection.
- 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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