

Childminder report

Inspection date: 17 August 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 has a good knowledge and understanding of how to support children's learning and development. Children happily play in this warm, safe and nurturing setting. They are fond of the childminder, who is responsive to their individual needs. She provides a stimulating curriculum and an environment that is organised well for children of different ages to explore. For example, children can access resources that are set up attractively on the floor and on raised trays. This enables babies to develop their emerging physical skills as they pull themselves up to stand and play.

The childminder encourages children to explore their local natural environment as she plans regular trips and outings within nature and in the community. Children's knowledge of animals and their habitats is developed through regular visits to the farm and the allotment. At the allotment, the children have tremendous fun going on minibeast hunts. The childminder has high expectation of children's behaviour and is a positive role model. She encourages all children to share resources and take turns in their play. The childminder is vigilant and quick to gently deal with minor disagreements to enable children to learn right from wrong. Children behave well and respond to her positive praise and encouragement, which helps to promote their confidence and self-esteem.

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

- The childminder supports children effectively to develop a passion for books. They regularly visit the local library to look through books and to listen to stories. The childminder provides a good selection of reading materials alongside activities to encourage children's early reading skills. For example, while using the small-world farm set, children access an 'Old MacDonald' talking book. Younger children enjoy pressing the buttons to hear the different noises that would happen on the farm.
- Children are encouraged to become confident and skilful communicators. The childminder consistently introduces descriptive language to the children to extend their vocabulary. As the children use bowls to flatten cereal during small-world play, she uses words like 'crunchy' and 'crispy' to describe the sounds. Babies are thrilled as she copies their coos and babbles.
- The childminder plans her curriculum with activities and experiences to promote children's interests and help them achieve their next steps in learning. For example, she incorporates farm animals into activities due to children's interest in animals, following their visit to the local farm. This provides toddlers with the opportunity to develop their knowledge of the names of different animals and the sounds they make. This technique helps children to stay motivated and focused for longer during activities.

- Children have a good knowledge of where food comes from. Older children confidently explain, 'Ham comes from pigs and milk comes from cows'. Their understanding is further promoted as they visit the childminder's allotment to help plant and harvest a range of fruits and vegetables. This helps to support children's knowledge of a healthy lifestyle and making healthy choices.
- The childminder makes ongoing assessments of children's learning and uses this to plan their next steps. She regularly exchanges information about the children's development with parents and other settings where care is shared. The childminder does not consistently use the shared information from schools to challenge and extend older children's existing knowledge and abilities. For example, during counting and mealtimes activities.
- The childminder's curriculum covers all areas of learning. All children are developing their small muscles. For example, older children enhance their fine motor control by playing with fidget spinners. Activities are planned that support children's mathematical development. For instance, younger children access a shape sorter and post shapes into their corresponding slots.
- There are strong partnerships with parents. The childminder uses parents' feedback and self-reflection to help her evaluate the effectiveness of her service and practice. Parental questionnaires comment positively about the childminder's practice. They comment that their child 'always looks delighted to see you each time we drop him off in the mornings. He is clearly very happy here and we are delighted at how he is thriving.'
- The childminder is committed to undertaking training to update her existing skills and knowledge. She is currently in the process of completing a childhood and youth studies degree with the Open University. The childminder has begun to use her increased knowledge of different teaching methods within her play. For instance, she is implementing different ways for children to learn through exploration with their senses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She completes regular safeguarding training to build on her knowledge and skills. For example, she has completed courses in paediatric first aid, the 'Prevent' duty and child protection. The childminder has a secure understanding of the signs and symptoms that may indicate a child is at risk of harm. She is aware of her responsibility to report concerns to the relevant organisations. Children are taught to have a good understanding of how to keep themselves safe. For example, she teaches all children the rules of the road, and not to talk to strangers. All of which helps to keep children safe in the childminder's home and when on outings.

What does the setting need to do to improve?

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

- review activities for the older children to provide them with sufficient opportunities to build on and expand what they already know and can do, especially during mathematical activities and mealtimes.

Setting details

Unique reference number	EY495155
Local authority	Merton
Inspection number	10301100
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	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 January 2018

Information about this early years setting

The childminder registered in 2015. She lives in Morden, located in the London Borough of Merton. The childminder provides care for children on each weekday from 7.30am to 6pm, all year round, except on public bank holidays.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in their evaluation of the provision.
- The inspector and the childminder completed a learning walk of the setting, where they discussed the early years provision and the aims of the curriculum.
- The childminder completed a joint observation with the inspector to observe the quality of teaching.
- The inspector took into account the written and verbal feedback from parents as part of the inspection.
- Relevant documentation was looked at during the inspection to ascertain how the childminder meets the requirements of the early years foundation stage. For example, registers, the suitability of adults living on the premises and insurance.

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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