

Childminder report

Inspection date:

7 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder recognises that children learn best when they feel safe and secure. Therefore, she provides lots of individual care and attention, to promote children's emotional well-being. Children settle quickly and form affectionate bonds with the childminder. They learn to socialise as they play alongside other children and enjoy shared experiences, such as singing and listening to stories together. The childminder provides consistent guidance, to help children understand rules and behavioural boundaries. For instance, she encourages them to use 'gentle hands' as they play and to tidy up after themselves. Children know what is expected of them and behave well.

The childminder has high expectations for children. She follows their progress closely and targets her teaching, to support their learning and development. The curriculum is ambitious and prepares children well for the next stages in their education. For instance, the childminder understands that having good personal care skills contributes to children's confidence and independence. She ensures that children learn to manage tasks, such as feeding and dressing themselves, as soon as they are able to. Children display a positive approach to new experiences, which will be useful when they start school.

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

- The childminder constantly develops her professional skills and knowledge, such as through reading and accessing online learning. She successfully uses ideas from training to enhance children's communication skills. For example, the childminder supports young children's early attempts at saying words by repeating back what they have said and using the correct pronunciation. The childminder works closely with her co-childminder to review and adapt their provision, to promote children's overall development.
- The childminder implements her curriculum well so that children progressively build on their skills and knowledge. For instance, she introduces children to counting during daily routines and by teaching them number songs and rhymes. This helps children learn to count accurately and to order numbers correctly. They demonstrate their keen interest in numbers as they talk about their ages and find the corresponding numerals on a number line.
- Children access a good variety of interesting learning experiences, which are provided by the childminder. They benefit from her guidance and encouragement, which helps them to develop positive attitudes to learning. For instance, toddlers display a love of stories and select their favourite books to share with the childminder. They are confident to turn the pages and are excited by the pictures that they see. Children hear and repeat new words and sounds as the childminder reads to them. This helps to promote their developing

language skills.

- The childminder celebrates the important events and milestones in children's lives, to help them understand what makes them special and unique. She teaches children to be considerate of their friends and takes them on local outings, where they meet a wide range of people. This helps children to start to recognise their similarities and become curious about different ways of life. For example, as children examine pumpkins with the childminder, they comment and ask questions about Halloween.
- The childminder recognises the importance of strong partnerships with parents and regularly shares information about their children's development. She ensures that they share the same ambitions for children and support their ongoing progress together. For instance, the childminder works with parents to develop a joint approach to children's toilet training. However, the childminder is not proactive in exchanging information with children's other childcare providers, to further promote the consistency in their learning.
- Parents describe the childminder's provision as a 'second home' where children are safe and loved. They recognise her role in shaping their children as individuals and helping them to prepare for later life. For example, parents describe how the childminder supports children to enjoy healthy and active lifestyles, such as by providing healthy meals and plenty of physical play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding training, to keep her knowledge up to date. She can confidently identify the signs of child abuse and recognises risks to children's welfare, such as radicalisation and exposure to domestic abuse. The childminder knows who to contact should she have concerns about a child. She understands the procedures to report any allegations made about her or her co-childminder. The childminder supervises children well and ensures that the premises are safe, clean and tidy. She supports children to understand potential risks and begin to manage their own safety, such as when using climbing equipment.

What does the setting need to do to improve?

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

- strengthen the communication and links with other childcare provisions that children also attend, to further promote the consistent support for their learning.

Setting details

Unique reference number	EY441765
Local authority	Merton
Inspection number	10308368
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 March 2018

Information about this early years setting

The childminder registered in 2012. She works alongside her mother, who is also a registered childminder. They operate from premises in Wimbledon. The childminder has a childcare qualification at level 4. She operates her service from 7.30am to 6pm, Monday to Thursday, throughout most of the year.

Information about this inspection

Inspector

Sarah Crawford

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 provider and has taken this into account in their evaluation of the provider.
- The childminder showed the inspector the areas of the premises used for childminding. She explained her early years curriculum for children.
- The inspector observed a range of play activities and interactions between the childminder and children, to help evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documentation was available for the inspector to view.
- The childminder took account of parents' views from their written feedback. She also observed and spoke to the children and the childminder's co-childminder, to help assess their views and experiences in the setting.

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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