

Childminder report

Inspection date:

28 November 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel safe and have a good relationship with the childminder. For instance, when children are anxious about new visitors to the home, she provides lots of comfort and reassurance. This helps to ensure children's emotional well-being. The childminder provides an interesting curriculum and resources that motivate children to learn. Children have good fun, independently exploring the toys and play activities provided. As young children explore and investigate battery-operated toys, they become captivated. They learn how things work as they press the buttons on the talking teapots and pretend to make cups of tea. Children enjoy role play and using their imagination. They act out what they see at home as they skilfully manoeuvre dolls in buggies around the room and hallway.

The childminder engages in meaningful discussion with children. For instance, she sets a good example by repeating correct pronunciation and asking questions to encourage conversation. Additionally, she sings to the children and supports their home language. This helps children to become skilful, confident communicators. The childminder has high expectations for every child. She encourages children to be polite and have good manners at mealtimes. For instance, children are gently reminded to say 'please' and 'thank you'. Children's behaviour is good.

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

- Children improve their social skills and learn about their community every week. The childminder takes children to visit places such as church drop-ins and toddler groups. This enables children to meet up and socialise with a wider range of friends and adults.
- The childminder is aware of her responsibility to observe and monitor children's learning. She maintains scrapbooks on individual children which contain photos of them at play and examples of their artwork. The childminder maintains close partnerships as she ensures parents have regular access to scrapbooks and messages via secure messaging apps. She seeks parents' views to compile written assessments on their children. This helps to provide consistency in the support provided for children's development.
- The childminder is not consistent in promoting children's engagement during some tabletop activities and routines. For example, young children in high chairs do not sit close to the table at mealtimes, which reduces their opportunities to interact with others.
- Children's knowledge of colour is fostered well by the childminder. She talks to them about the colours of the resources and toys they are using. Younger children are able to identify colours such as pink and purple with ease. The childminder introduces number sequences as she counts aloud as the children play with resources. She encourages children to count along with her.

- Parents are happy with the quality of care and learning their children receive. They comment that they feel safe and comfortable with their child being in the care of the childminder and that the communication is great.
- The childminder promotes children's literacy skills well. They have access to a well-resourced bookrack to support them to develop a love of books. Young children enjoy it when the childminder reads them familiar stories at nap times. They develop their early writing as they access chalks and create various marks at the easel.
- Children have ample opportunities to be physically active, for example when they visit local parks. The childminder provides healthy options for lunch and snacks which the children enjoy. Older children develop the small muscles in their fingers as they open their individually wrapped cheese portions.
- Overall, the childminder's curriculum has a positive impact on children's learning and they are making good progress. Occasionally, activities offer too much challenge for the children's stage of development and children lose interest, for example when counting.
- Children learn about and participate in a range of cultural and religious festivals throughout the year. For instance, they make cards for their family members for Eid, Christmas and Diwali. This helps to promote children's recognition of their different backgrounds and encourages an understanding of self and what makes them and their friends unique.
- The childminder strives to improve her practice. She attends regular training to promote her continuous professional development and to improve outcomes for the children. She has attended courses about curriculum planning, welcoming families after lockdown, and supporting children's interests. The childminder told the inspector how completing training on starting school increased her knowledge of how she could support children in readiness for this important transition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes updated training to keep her knowledge of safeguarding current. She fully understands her role to keep children safe from harm. The childminder has a sound awareness of the signs and symptoms of potential abuse and/or neglect. This includes indicators that may be present in the event of children being subjected to domestic abuse and female genital mutilation. The childminder understands the actions she needs to take if an allegation is made against her or a household member. The childminder evaluates the provision daily and ensures that her premises are secure. Sleeping children are supervised to further promote their safety.

What does the setting need to do to improve?

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

- review the curriculum to ensure activities for young children are always suitable for their age and stage and ensure they remained engaged in their learning
- consider how to make sure children in high chairs can participate fully in activities when children are playing and eating at the table.

Setting details

Unique reference number	EY283027
Local authority	Merton
Inspection number	10308155
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	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 March 2018

Information about this early years setting

The childminder registered in 2004 and works all year round. She works Monday to Friday from 8am until 6pm. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Trisha Edward

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 childminder.
- 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. This included 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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