

Childminder report

Inspection date: 13 March 2024

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| 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

Children settle happily and are secure in this calm and organised home. They have close and warm bonds with the childminder, who values each child highly. The childminder engages with children in positive ways, for example by getting down to their level to speak warmly to them. She ensures that children's interests are linked to activities that they thoroughly enjoy. She has high expectations of children and manages their behaviour effectively. For instance, the childminder teaches children to be kind to each other and to share toys and resources. Children behave well.

The curriculum is enriching and well organised. All children make good progress. Children develop good physical skills. For example, the childminder arranges fun group exercises where children practise a range of physical coordination skills, such as throwing and catching balls. Children climb and balance using frames and wheeled toys in the garden and at the local park. They learn good early mathematical skills. For instance, children learn to count while playing board games where they match and count objects. The childminder teaches children the names of different shapes, such as by pointing out shapes in the environment. She teaches children mathematical language, such as 'big', 'small', 'long' and 'short'.

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

- Children gain a good understanding of the world. For instance, the childminder takes children out for pond-dipping activities to observe tadpoles in the local park. She points out and names different minibeasts, such as snails and beetles.
- The childminder ensures that different races and cultures are reflected in her toys, books and resources. This helps to develop children's awareness of difference. The childminder teaches children about any special cultural or religious events, such as Diwali or Chinese New Year.
- The childminder teaches children good communication, language and literacy skills. For instance, she teaches children new words as they take part in pretend play in the home corner. The childminder reads stories and sings songs and rhymes to develop children's early literacy and language skills further.
- The childminder provides good opportunities to develop children's creative skills. For example, children draw pictures using crayons, pencils and chalk. They experiment with paint on different surfaces and enjoy making models with play dough.
- Children gain good independence skills in various ways, for instance by helping to prepare their own fruit snacks. The childminder teaches children how to wipe their own noses and dispose of tissues hygienically. She teaches children how to put on their coats and shoes.
- The childminder provides healthy routines for children. She ensures that children have freshly prepared, nutritionally balanced meals and snacks. She provides

children with daily opportunities for physical exercise.

- Children act with care and caution. The childminder teaches children about road safety to protect them from accidents when they go on outdoor trips. She teaches children how to use the stairs safely and how to use tools, such as scissors, with care and caution. The childminder checks all parts of her home, indoors and outdoors, to reduce the risk of hazards.
- The childminder works well with parents and keeps them informed about children's progress. For instance, she talks with parents each day and provides them with updates by sending secure electronic messages. The childminder works in partnership with parents to support children's needs, for example by preparing children for change, such as moving house.
- The childminder is committed to keeping her skills and knowledge up to date. She has attended different courses to enhance her practice. This includes a course on interactions with two-year-old children, which has led to her having more understanding in this area.
- The childminder considers all aspects of her work and sets goals to build ongoing improvements. For instance, she plans to enhance her knowledge around supporting children through changes.
- The childminder has begun to teach children about oral hygiene. For instance, she talks to them about the importance of regular tooth brushing. However, she has not developed this to help children to gain a deeper understanding of how to keep their teeth and gums healthy.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop children's awareness of oral hygiene further.

Setting details

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| Unique reference number | 122978 |
| Local authority | Merton |
| Inspection number | 10316990 |
| 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 | 2 to 3 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 30 May 2018 |

Information about this early years setting

The childminder registered in 1999. She lives in Mitcham, in the London Borough of Merton. The childminder provides care for children all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays. She accepts funding to provide early years education for children aged two, three and four years. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jenny Beckles

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 setting.
- The childminder carried out an activity and evaluated this with the inspector.
- During the inspection, the inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from parents.

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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