

# Childminder report

<b>Inspection date</b>	27 June 2019
Previous inspection date	18 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder reflects on her practice to identify strengths and areas for further improvement. She seeks parents' views on the provision and takes account of children's interests when organising the learning environment. This helps her to make effective plans, which enhance children's learning outcomes.
- The childminder plans a good range of activities, which make learning enjoyable and interesting for children. For instance, she uses a baking activity as an opportunity to teach children about measurements and to develop their physical skills as they add and mix ingredients.
- The childminder provides consistent guidance, to help children understand rules and boundaries. She is a good role model. She shows children how to share and take turns and teaches them to think about the needs and feelings of others. Children behave well.
- Children develop warm and caring relationships with the childminder and demonstrate that they are happy and well settled in her care. They are confident to make choices about their play and to explore activities and resources independently.
- The childminder does not always make the most of opportunities to develop children's literacy skills, for example by teaching them that text carries meaning.
- The childminder has not explored all ways to support children's understanding of people and communities outside of their own experiences.

## What the setting needs to do to improve further

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

- develop further the opportunities to support children's interest in literacy
- increase the range of experiences which help children to learn about different people and communities.

### Inspection activities

- The inspector had discussions with the childminder to check her understanding of the welfare and learning requirements. She observed and spoke to children and considered their views and experiences.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector looked at a range of documentation, including policies and procedures, health and safety checks and children's records.
- The inspector looked around the areas used for childminding purposes.
- The inspector looked at parents' written feedback to assess their views.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder attends regular training to help her maintain a good understanding of safeguarding issues. She knows how to recognise where children might be at risk from harm and the procedures that she must follow to report any concerns about children's welfare. The childminder assesses potential hazards to children within her home and on outings. She puts in place effective measures to help keep children safe. Parents give positive feedback on the childminder's service. They comment on the high standard of care and learning that their children receive. The childminder forms good links with staff at nurseries that children also attend and exchanges relevant information to help provide good continuity for children.

### Quality of teaching, learning and assessment is good

The childminder observes children's play and regularly assesses their development. She uses this information effectively, to plan activities which support children's learning and help them to make good progress. The childminder supports children's language and communication skills well. For example, she introduces new vocabulary to children during activities and then asks questions, to encourage them to use these new words. The childminder promotes children's creative development well. For instance, she provides toys, such as a doctor's kit, to stimulate children's imaginative play. She plays alongside the children and introduces ideas to help them develop simple storylines.

### Personal development, behaviour and welfare are good

The childminder is highly effective in supporting children's emerging independence and personal care skills. She ensures that they can make choices about their play and provides encouragement as they master new skills, such as putting on their shoes or washing their hands. The childminder helps children to enjoy healthy and active lifestyles. For instance, she provides opportunities for them to exercise outdoors each day and regularly takes them swimming. Parents comment that the childminder teaches children to understand risks and learn to keep themselves safe, such as when climbing on large apparatus in the park.

### Outcomes for children are good

Children make good progress from their starting points. They develop a range of skills to support the next stages in their learning and help them to prepare for starting school. Children are highly engaged as they practise filling and emptying containers, which helps them to develop good hand-to-eye coordination. They learn how to operate simple technology and discover how things work as they operate electronic toys. Children enjoy singing and learn a wide repertoire of songs. They respond imaginatively to music, for example, by tapping out simple rhythms using percussion instruments or moving their bodies in different ways.

## Setting details

<b>Unique reference number</b>	EY358528
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10073960
<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</b>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	18 April 2016

The childminder registered in 2007 and is located in the London Borough of Wandsworth. She operates all day on Monday to Friday, throughout most of the year. The childminder holds a relevant childcare qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

