

# Childminder report

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Inspection date: 18 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 qualified childminder works with her husband, who is also a registered childminder. Together they offer a warm, safe and caring environment where children thrive. Children develop close bonds with the childminder and her family. They are happy, confident and well settled in her care.

Children enjoy playing outdoors in the childminder's garden. They develop good physical skills. For example, babies have space to crawl and have lots of opportunities to explore materials with different textures using their fingers and hands.

The childminder helps children to develop a keen interest in books as a way to support their early literacy skills. She provides a good range of books to engage children of different ages and reads to children at regular intervals throughout the day.

Children develop good social skills and are confident to interact with others. They express their thoughts and feelings in appropriate ways, lead their own play and enjoy taking part in activities led by adults.

The childminder develops effective links with staff at school and other provisions that children also attend. She ensures that there is a good exchange of information about children, to provide continuity in their welfare and educational needs.

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

- The childminder regularly reflects on her practice to identify where she can improve the experiences and outcomes for children. She discusses the needs of children with their parents and uses what she knows about children's interests and development to make effective changes. For example, she has broadened the variety of toys, to support children's imaginative play more effectively.
- The quality of the childminder's teaching is generally good. She plans interesting and challenging activities for children which support their learning well. However, on occasions, she steps in too quickly to assist children or to give them the answers to questions, rather than allowing them to further develop their thinking skills.
- Children learn good hygiene routines, for example when to wash their hands and how to use the toilet independently. The childminder uses consistent praise and encouragement to help children feel confident and become independent. For instance, she supports them to keep trying as they learn put their own shoes on.
- The childminder has a good understanding of how children learn. She assesses what they know and can do when they join her setting and uses this to plan for

their future learning. She reviews their development regularly and discusses this with parents, helping them work together to support children's good progress.

- Parents give highly positive feedback on the childminder's service. They describe that childminder's setting as a 'home from home' where their children feel exceptionally happy and secure.
- The childminder provides a good selection of high-quality toys and resources for children and plans the learning environment well, to ensure that all areas of children's learning are supported.
- Children develop important skills and knowledge to support their understanding of mathematics. For instance, they explore size and capacity as they fill containers of different sizes with coloured rice.
- The childminder responds to children's individual interests and helps them to develop an understanding of the world around them. For example, children were interested in building works close to the childminder's home, so she provided toys that would allow them to explore this through their play.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder checks the safety and suitability of her home each day to ensure that any risks to children are managed effectively. She has undertaken relevant training to ensure she has a robust understanding of safeguarding and child protection issues. She knows how to recognise signs that might indicate a child is at risk from harm and has suitable procedures in place to report any concerns about a child's welfare.

## **What does the setting need to do to improve?**

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

- build on the opportunities to support children in developing their own ideas and enhancing their thinking skills.

## Setting details

<b>Unique reference number</b>	EY404905
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10074406
<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>	0 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	21 January 2016

## Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Wandsworth. She works with her husband, who is also a qualified childminder. The childminder operates Monday to Thursday from 7.30am to 6pm, during term time only. She has a level 3 childcare qualification.

## Information about this inspection

### Inspector

Sarah Crawford

### Inspection activities

- The inspector spoke to the childminder at appropriate times during the inspection to check her understanding of the welfare and learning requirements.
- 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, children's records and written feedback from parents.
- The inspector looked around the areas used for childminding purposes.
- The inspector observed and spoke to children at intervals during the inspection and considered their views and experiences.

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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