

# Childminder report

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Inspection date: 3 October 2019

<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 experienced and qualified childminder has high expectations for all children. She provides a warm and welcoming environment where they are safe and well cared for. Children settle in quickly and develop close bonds with the childminder. They appear happy and well settled, as they readily turn to her for comfort and reassurance, and enjoy interacting with her as they play. The childminder nurtures children's emotional well-being effectively, although she occasionally misses opportunities to help them to understand their feelings. Children confidently chose from a good range of resources. They are imaginative and explore their own ideas independently. For instance, children develop their literacy skills as they draw different marks using felt-tip pens. However, the childminder does not always encourage them to keep on trying when activities are challenging. The childminder promotes children's literacy skills well. Children confidently talk about their pictures and explain what the marks represent, such as eggs and people. The childminder provides lots of opportunities for children to develop their physical skills. She ensures that babies have plenty of space to practise shuffling and crawling, and supports them as they learn to stand and take their first steps.

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

- The childminder observes children closely to assess their development and identify any gaps in their learning. She has a good understanding of how to support children's development and plans effectively to help them make good progress. For example, she takes children to playgroups as a way to help them to develop their social skills and build relationships with other children.
- The childminder generally supports children's learning well. For example, she introduces new words to help to develop children's vocabularies and support their language development. However, at times, she steps in too quickly to complete tasks for children rather than encouraging them to work out ways of doing things for themselves.
- Children are confident and self-assured learners. They show good levels of concentration as they explore their own ideas. For example, babies enjoy opening and closing the lid of a plastic tub as they place objects inside.
- The childminder helps children to learn about numbers, shapes and sizes. For instance, she demonstrates how cups of different sizes can be stacked or fitted inside of each other. She uses words such as 'bigger' and 'smaller', and encourages children to compare and count the cups.
- The childminder teaches children to follow good hygiene routines. For example, she encourages them to wash their hands before eating and she works in partnership with parents to support children who are toilet training.
- Children become independent and begin to manage their personal care. For example, babies begin to feed themselves at mealtimes and toddlers learn to

drink from an open cup.

- The childminder guides children's behaviour and encourages social skills such as sharing. However, she does not always make the most of opportunities to help children to begin to understand their emotions and how their behaviour may affect the feelings of others.
- The childminder understands how to develop effective partnerships with parents to support children's welfare and learning needs. Parents give positive feedback on the childminder's service. They comment on the 'fantastic care' provided. They appreciate the range of activities and experiences the childminder provides to enhance their children's learning, such as regular outings and a wide range of art and craft activities.
- The childminder understands the importance of promoting healthy lifestyles for children. She works alongside parents to ensure that children's packed lunches are balanced and contain a good range of healthy foods.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to help her to maintain a secure understanding of safeguarding issues. She knows how to recognise signs that a child may be at risk of harm and understands the procedures she must follow to report any concerns about a child's welfare. The childminder assesses risks to children in her home and when outdoors with them. She puts in place effective procedures to help to protect children. For example, she regularly checks the smoke alarms in her home and ensures that her first-aid kits are consistently well stocked.

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

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

- support and encourage children to enjoy challenges and develop their own ways for solving problems
- help younger children to understand their feelings and the feelings of others by naming emotions, such as 'sadness' or 'happiness'.

## Setting details

<b>Unique reference number</b>	123028
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10072345
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	7 January 2016

## Information about this early years setting

The childminder registered in 2000 and lives in the London Borough of Wandsworth. She operates from Monday to Friday all year round. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Sarah Crawford

### Inspection activities

- A range of discussions were held with the childminder 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. She observed and spoke to children and considered their views and experiences.
- A range of documents were reviewed by the inspector, 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.

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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