

Childminder report

Inspection date: 17 October 2019

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 are confident and happy in the childminder's care. They arrive excited and motivated to explore and play in the home-from-home environment. The childminder is a positive role model and makes expectations for behaviour clear. Children behave well and know what is expected of them. For example, very young children share toys and resources with other children. They demonstrate good knowledge in managing their personal hygiene and in keeping themselves warm and dry when outside.

The childminder has a detailed knowledge of each child's unique characteristics. This is informed by her ongoing observations and interactions with children and by effective information-sharing with parents and other settings that children attend. She uses this knowledge to plan personalised educational programmes that build on what each child knows. Children make good progress across all areas of learning. However, the childminder has not taken up further professional development to enhance her teaching practice even further.

Children demonstrate good development in their use of mathematical language. Young children confidently use words to describe shapes, size and weights. Children have many opportunities to develop physically. The garden offers creative options for play and exercise. Children wriggle, climb, slide, manoeuvre cars and run. They play with water, balls and magnifying glasses, and adore how the glasses enlarge facial features. Children have regular opportunities to engage with the wider community. The childminder takes children to playgroups, where they socialise with a wider group of children and learn about the diversity of their community.

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

- The childminder has high expectations for all children. She models language well and is very supportive when children try something new or achieve what they set out to do. For example, as young children demonstrate skills in handling scissors with play dough and feeding themselves with a spoon without any spills, she is full of praise. Children beam in delight at the praise. The childminder engages children in conversation. She asks older children about what they are making with play dough and to describe textures. When children say they are making a cake, she asks them to recall why they had made cakes recently. She uses expert questioning to support children's recall.
- The childminder keep parents well informed about their children's day and the progress they make. She also offers some ideas to support children's learning at home. Parents speak highly of the quality of care the childminder provides. They recognise how their children are developing because of their time with the

childminder. They especially value the progress in their children's social skills, sharing and turn taking.

- Children sustain their interest in activities for long periods. The childminder successfully makes use of quality indoor and outdoor resources to support children's sustained attention. She expertly sets different levels of challenge to encourage the development of older and younger children. For example, the childminder encourages an older child to link different quantities of conkers to the numeral on a flowerpot. For younger children, she encourages them to understand numbers and develop their small-muscle skills.
- Children confidently choose play resources, and they know where to find the specific toys they want to play with. The childminder joins in children's role play and extends their learning effectively. For instance, she supports children's understanding that once they have filled their car with petrol, there is a cost in doing so. Younger children are also given opportunities to learn by copying older children. For instance, younger children copy the use of rolling pins and toy scissors and how to slide on their stomachs from watching older children.
- Children are safe and secure with the childminder. For example, they seek her out for cuddles when they feel tired or distressed. Children are curious. For instance, they are keen to involve visitors in conversation and in their play. This includes sharing resources with visitors and showing off what they know and have created.
- The childminder is a good teacher who supports children's progress effectively. However, her reflection processes are not sufficiently precise to identify how teaching practice can keep improving. Professional development is less focused on further improving teaching practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns. She attends training that helps her to understand wider issues of keeping children safe. The childminder vigilantly monitors children's safety at the setting, which includes mitigating risks to children from potential online abuse. However, she recognises that parents may not have a similar focus in their homes. The childminder conducts regular risk assessments to ensure a safe environment for children. Children are involved in fire drills to help support their knowledge about staying safe.

What does the setting need to do to improve?

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

- implement a more ambitious professional development programme to further enhance teaching skills

- build on existing partnerships with parents to support them to keep children safe in the digital environment.

Setting details

Unique reference number	EY463657
Local authority	Wandsworth
Inspection number	10075480
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 April 2016

Information about this early years setting

The childminder registered in 2013. She lives in Balham, in the London Borough of Wandsworth. She works Monday to Friday from 8am until 6pm.

Information about this inspection

Inspector

George Selvanera

Inspection activities

- The inspector completed a learning walk with the childminder to understand how the setting and the curriculum are organised.
- The inspector held discussions with the childminder, children and parents at appropriate times during the inspection.
- The inspector and the childminder carried out a joint observation and reflected on the childminder's practice.
- The inspector looked at a sample of the childminder's documentation, including evidence of suitability and training.

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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