

Childminder report

Inspection date: 29 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

The experienced childminder has a good understanding of how children learn and develop. She has high expectations for children and takes account of their interests and abilities when she plans experiences and activities for them. The childminder provides a good range of activities, which support children's development across all seven areas of learning. However, she does not always encourage children to manage their personal needs independently. The childminder recognises that children benefit from playing outdoors and ensures that they have lots of opportunities to explore the natural world.

The childminder's home is clean and safe. She understands how to assess any potential risks to children and ensure that these are minimised. The childminder is kind and caring towards children. She is sensitive to their feelings and ensures that her routines cater for their individual needs. This helps children to feel happy and secure in her care. Children are confident and enthusiastic learners. They choose toys and resources independently and explore their own ideas as they play. Children interact confidently with adults and other children and demonstrate good social skills, such as sharing toys and allowing others to join in with games.

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

- The childminder is reflective and looks for ways to continually improve her practice and support children's learning more effectively. She attends training, seeks ideas for interesting activities online and exchanges good practice with other childminders as ways to help develop her provision.
- The childminder considers children's interests when she plans the learning environment. For example, children are interested in vehicles used for farming and building, so the childminder provides toy vehicles with moving parts, which helps children to explore how these work. She uses factual books to help broaden the children's vocabulary, and they confidently use words such as 'piston' and 'jack' as they talk about the vehicles.
- Children learn through a good mix of adult-led and self-chosen activities. They frequently show high levels of concentration and enjoyment. For example, children listen intently as the childminder reads their favourite stories. They respond to her questions and show delight as they call out parts of the story that they have memorised.
- Children behave very well. Pre-school-age children show kindness and consideration for their younger peers, such as when sharing toys or taking turns. Children show awareness of their own emotions and those of others. For instance, they talk about being happy when they listen to stories and describe how the characters in a book might feel.
- The childminder develops friendly and effective partnerships with parents, to

support good care and continuity for children. She exchanges information about children through discussions with parents. She also uses an online system, through which she shares photographs and observations of children's play. Parents give highly positive feedback about the childminder's provision.

- The childminder teaches children important skills, to prepare them as they move on to other childcare provisions. However, on occasion she misses opportunities to help them develop their personal care skills further, for example, by allowing them to pour their own drinks or decide how much fruit they want at snack time.
- The childminder supports children to enjoy healthy and active lifestyles. She provides nutritious meals and snacks for children. She explains the need for good hygiene routines, such as washing their hands and using tissues to wipe their noses.
- Outdoor play forms a significant part of children's learning. The childminder makes sure that children have appropriate clothing to cater for all types of weather and takes them on daily outings to local parks. The childminder speaks enthusiastically about how the natural environment enhances children's learning. For example, children explore their ideas about water outdoors. They learn what happens as they jump in puddles or place their hands under a waterfall.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to help her maintain a secure understanding of safeguarding issues. She knows how to recognise signs that a child may be at risk from harm. She understands the procedures she must follow to report any concerns about children's welfare. The childminder knows what she should do should an allegation be made about her or a member of her household. The childminder assesses risks to children in her home and also when outdoors with them. She puts in place effective policies and procedures to help protect children. For instance, the childminder regularly practises her emergency evacuation procedure with children, so that they are familiar about what to do if there is a fire.

What does the setting need to do to improve?

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

- develop further the opportunities to support children's independence and help them learn personal care skills.

Setting details

Unique reference number	EY407713
Local authority	Wandsworth
Inspection number	10074449
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Wandsworth. She operates her service all day, from Monday to Thursday for most of the year. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector looked around the areas of the premises used for childcare to assess the safety and suitability.
- The inspector reviewed a sample of the childminder's documents, including evidence of suitability checks for the childminder and family members, policies and procedures, and written feedback from parents.
- The inspector observed the childminder as she worked with the children to assess the quality of care and teaching.
- At intervals during the inspection, the inspector had discussions with the childminder to review her understanding of welfare and educational requirements.
- The inspector observed and spoke to children to find out their views and assess the quality of their 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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