

Childminder report

Inspection date: 5 November 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 childminder provides a welcoming, home-from-home environment and develops close and caring relationships with children. She gives plenty of reassurance and cuddles to help children feel safe and secure. They learn to become independent and to manage their own personal care, such as feeding or dressing themselves. This helps them to develop high levels of confidence and self-esteem.

The childminder observes children to find out about what they can do and the things they enjoy. She uses this information effectively to plan stimulating experiences for children. This helps them to make good progress. The childminder has high expectations for children and generally provides a good selection of resources to support all areas of their learning. However, on some occasions, she misses opportunities to enhance their interest in books and stories.

The childminder uses lots of praise, such as for concentrating or trying hard, to encourage children's positive attitudes to learning. Children show that they enjoy discovering new information and developing new skills. They concentrate well and show lots of energy and enthusiasm as they take part in activities, such as painting, singing and dancing.

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

- The childminder is determined to improve the learning experiences for children and ensure they are safe and well cared for. She reflects on the quality of her provision and seeks parents' views to help meet each child's needs effectively. The childminder accesses a wide range of training to further develop her professional skills and knowledge.
- The childminder provides lots of opportunities for children to be creative and express themselves in different ways. For example, during music sessions, she encourages children to convey their thoughts and feelings by creating different sounds and movements.
- The childminder introduces a wide range of words to children to help them to develop broad and varied vocabularies. For instance, she teaches them the names of animals and describes how they look and what they sound like. Children develop good language skills and express themselves well.
- Children show high levels of interest and concentration during activities. For instance, toddlers focus intently as they explore how to make marks with paint, using brushes, straws and their fingers.
- The childminder is kind and caring towards children. She guides children's behaviour well and teaches them about rules and boundaries. She uses praise and gentle reminders to help them to understand what they should do. Children

behave well and enjoy the company of others. They play cooperatively together and learn to share the toys and resources.

- The childminder takes children on outings to help them discover the world around them. Children explore and investigate nature as they walk through the local park and collect natural materials, such as leaves and pine cones. They frequently visit playgroups with the childminder. This helps them to develop a broad range of relationships and learn about differences between people.
- Children are self-motivated and persevere well during activities. They learn about shapes and how these fit together as they complete puzzles or build with construction toys. The childminder supports children's mathematical development well. She frequently talks about the shapes and sizes of objects, and encourages children to count and use number names as they play.
- Partnerships with parents and relationships with other professionals, such as children's teachers, are effective. The childminder shares relevant information about children's development and emotional well-being to ensure there is a consistent approach to meeting children's needs.
- The childminder uses effective ways to promote children's interest in literacy. For example, she provides interesting ways to teach mark making. However, the childminder does not make the most of opportunities to read aloud and tell stories to children. She has a good range of books which are suitable for children of different ages, yet she provides only a small selection of baby and toddler books from which children can choose.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training and researches a range of childcare issues to help her maintain a strong understanding of safeguarding. This includes where children may be at risk from exposure to extreme or radical views. The childminder has robust policies and procedures in place to help her to protect children from harm. She knows how to recognise the signs of potential abuse, and understands the procedures to follow to report any concerns about a child's welfare. The childminder assesses risks to children in her home and when outdoors with them, and puts in place effective measures to minimise these.

What does the setting need to do to improve?

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

- further strengthen children's literacy skills, particularly through opportunities to read aloud and share stories to enhance their interest in books.

Setting details

Unique reference number	EY403359
Local authority	Wandsworth
Inspection number	10074386
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 January 2016

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Wandsworth. She operates from Monday to Friday all year round.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector looked around the areas used for childcare to assess their safety and suitability.
- A sample of the childminder's documents were reviewed, including policies and procedures, and suitability checks for household members.
- The inspector observed a range of activities. She discussed these with the childminder to assess the quality of the curriculum and teaching, and the impact on children's learning.
- Discussions were held with the childminder to assess her understanding of early years requirements.
- The inspector looked at written feedback from parents to assess their views. She also spoke to children to find out about their experiences in the childminder's setting.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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