

Childminder report

Inspection date: 20 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 qualified childminder has a good understanding of how children learn. Overall, she has high expectations of children, who are happy and settle quickly into her care. They form close relationships with her, which helps them to feel safe and secure. The childminder is observant of children's individual needs and is quick to identify when they are tired or unwell. Children's physical and emotional well-being are at the heart of this childminder's practice. She particularly supports children who are preparing for changes in their life. For example, she reads them stories to help them to think positively about welcoming new siblings into their household. The childminder plans an effective balance of adult-led and child-initiated activities. Nonetheless, she has not contemplated providing children with opportunities to investigate the natural world. Children show good levels of engagement in activities and eagerly explore and make independent choices in their play. She provides weekly opportunities for children to take reasonable physical risks as they attend local parks and soft-play areas. This supports children to develop their physical skills. However, she has not considered activities to support children's knowledge of diversity and the wider world.

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

- The childminder interacts well with children and extends their communication skills successfully. She teaches them new words, such as 'tyrannosaurus rex' and 'triceratops', as they play with the dinosaurs in the water tray. This helps to extend children's vocabulary and supports them to become confident and skilful communicators.
- The childminder works closely with parents from the outset. This helps her gain vital details relating to individual children's abilities and interests. The childminder uses this information effectively as a springboard to plan for children from the beginning. She continually keeps parents fully updated about their children's ongoing development and next steps in learning. This helps to provide consistency in children's learning and development.
- Children enjoy taking part in imaginative play. They fully involve themselves in realistic role play, such as dressing up as police officers. The childminder supports and models play and shows children what they can do with play dough. They act out scenarios together, such as marching dinosaurs over play dough hills.
- Although the childminder encourages children to explore and to be inquisitive, they have limited opportunities to learn about the natural world through a broad range of hands-on experiences.
- The childminder is committed to enhancing her professional skills. She has completed training to help her develop a better understanding of routines, such as sleep. The childminder has used information gained to advise parents with

issues in this area.

- Children have limited opportunities to understand and learn about people from other communities that differ from their own.
- The childminder makes good overall use of ongoing observations and assessments of children to plan a challenging curriculum that reflects their interests and needs. Children make good progress from their starting points.
- Young children are becoming skilled in their knowledge of mathematical concepts. They confidently tell adults who ask their age that, 'I'm two'. Children's knowledge of problem solving is promoted as they access inset puzzles. They concentrate intently as they figure out the correct slot for the puzzle pieces. The childminder builds on children's number skills by encouraging them to count everyday items as they play. This helps to support children's readiness for school.
- The childminder competently reflects on her practice. She continually updates her action plans to ensure she makes improvements. The childminder further strengthens her evaluation by seeking the views of parents. Parents give complimentary comments about the quality of care and make suggestions of places to take the children to. This helps the childminder to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is well trained in child protection procedures and has a good knowledge of how to record and report any concerns. She gives children's welfare the utmost priority by ensuring she keeps children safe from harm. The childminder has a visitors' book, which she asks all persons visiting her home to sign. She maintains a safe home by regularly checking all areas to help reduce the risks to children.

What does the setting need to do to improve?

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

- enhance activities offered to children to fully support their exploration and understanding of living things
- increase the range of opportunities for children to learn about the differences and similarities between themselves and others.

Setting details

Unique reference number	EY481317
Local authority	Wandsworth
Inspection number	10076256
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	5
Number of children on roll	1
Date of previous inspection	24 May 2016

Information about this early years setting

The childminder registered in 2014. She lives in Wandsworth, in the London Borough of Wandsworth. The childminder offers care all day, Monday to Friday from 8am to 6pm, all year round with the exception of holidays. She holds a level 6 early years qualification.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The childminder conducted a learning walk with the inspector of the areas of her home she uses for childminding. She discussed how she organises her home to plan experiences for children.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector looked at children's records, and certificates and evidence of the suitability of the childminder.
- The inspector reviewed written feedback from parents.

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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