

Childminder report

Inspection date: 21 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder, who provides a welcoming, homely and safe environment. They are happy and secure in her care and develop close relationships with her. Children follow the childminder's safety advice. They listen when she reminds them to be careful with resources during their play. For example, younger children are reminded not to put the cereal they are using for their play into their mouths. Children are enthusiastic about the activities on offer that are based on the childminder's knowledge of children's individual interests and targets. However, the childminder does not always give children time to explore activities fully to develop their learning to an even higher level. Children are happy in the childminder's care and settle well. The childminder provides good opportunities for promoting children's early literacy development. Children eagerly access a wide selection of books. They cuddle up to the childminder and engage in listening to her reading stories. She successfully supports their language development by repeating words and modelling language. For example, she introduces new vocabulary as the children play with animals on the farm, and they enjoy finding and naming the mummy and baby animals as they play. Children's imaginative play is supported well through role play. The children particularly enjoy playing with the doctors role play. Young children pretend to cook, as they put pots and pans in the oven.

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

- The childminder adopts effective teaching strategies for supporting young children's emerging speaking skills. She develops children's vocabulary well, for example, by introducing new words as she reads stories and encourages younger children to join in song and rhymes. She speaks clearly and listens intently to children.
- Children are motivated and eager to learn. They play and engage well with the childminder as she joins their play. However, at times, the childminder moves too quickly from one activity to another. Children are unable to fully explore their chosen activity to enhance their learning even further.
- The childminder has high expectations for children's behaviour. She provides gentle reminders of what is expected. This helps children to develop a sense of right and wrong. Children gain confidence and develop good social skills. Children's behaviour is good, and their confidence and self-esteem are high.
- Relationships with parents are good. The childminder keeps parents informed about their child's day and what they are learning. Parents are happy with the care and education the childminder provides and speak highly about the childminder and her setting. The childminder gathers information about children from their parents when they start at the setting. However, she does not use this information effectively to inform children's starting points and further

learning.

- The childminder regularly reflects on her practice and the experiences she provides for children. She keeps her knowledge up to date through attending regular training and reading articles. She uses knowledge gained from training to influence her practice. For example, she has introduced strategies from recent training to enhance her understanding of children's behaviour.
- Children have opportunities to practise their early mathematical skills. They regularly use mathematical language, such as 'big' and 'small', and count and recognise numbers. Younger children explore shapes as they play with the shape sorters.
- The childminder provides opportunities for children to develop their early writing skills. For example, older children enjoy drawing animals they have seen on the farm and younger children use crayons to make marks.
- The childminder follows children's home routines for sleeping and eating. She is flexible in her approach, ensuring that children's needs are met. The childminder is in tune with children's changing moods, recognising when they become tired and cuddling them as they start to wind down ready for sleeping.
- The childminder provides a range of healthy snacks and meals. Children participate in good hygiene practices. For instance, they wash their hands before meal times, with good support and guidance from the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children. She is confident in recognising the signs that might indicate a child is at risk of harm and the procedures to follow if she has any child protection concerns. She is aware of the importance of acting quickly should the need arise. She keeps her training and knowledge up to date to help her maintain children's safety and well-being effectively. She reviews her policies and procedures regularly. The childminder thoroughly risk assesses her home and teaches children how to keep themselves safe.

What does the setting need to do to improve?

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

- give children time to fully explore their chosen activity to extend their learning to a higher level
- use the information from parents about children's starting points more effectively to help plan for their learning as soon as they start.

Setting details

Unique reference number	EY343473
Local authority	Wandsworth
Inspection number	10073786
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	12
Number of children on roll	6
Date of previous inspection	16 June 2016

Information about this early years setting

The childminder registered in 2007. She lives in Tooting, in the London Borough of Wandsworth. The childminder operates her service Monday to Friday, 7.45am to 6.30pm, all year round. The childminder holds a level 3 childcare qualification and uses her husband occasionally as her assistant.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector and childminder discussed children's learning and progress.
- The childminder and inspector completed a learning walk of the setting and discussed how the childminder organised the curriculum.
- The inspector observed the childminder's teaching during activities with the children.
- The inspector looked at a sample of documents, including parent feedback, safeguarding procedures and suitability.
- A meeting was held between the inspector and childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2020