

Childminder report

Inspection date: 27 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and have positive dispositions to learning. They form strong attachments with the childminder and their peers. Children benefit well from the wide range of activities on offer. They particularly enjoy looking at books. Children often ask the childminder to read to them. The childminder responds enthusiastically. This helps to foster children's love of books. Children show good sitting and listen well. The childminder is very kind and gentle with the children. She manages children's behaviour skilfully. Children learn the clear boundaries and expectations to help them to behave well. They share, take turns and interact positively with others. Children have regular access to the outdoors. They are physically active and enjoy climbing up the steps and sliding down. Outside the setting, children visit places, such as the library, farm and a pumpkin patch. This extends children's social experiences and their awareness of the world around them. Strong partnerships with parents mean that children benefit well from continuity in their care. This aids children to feel safe and emotionally secure. Children of all ages make good progress from their initial skills and abilities.

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

- The childminder is well qualified. She observes and assesses children's learning regularly to plan a broad range of interesting activities. For example, when she observes that children enjoy sensory play, she builds on this and encourages them to explore cloud dough, which is dough made from flour and oil. Children roll, flatten and make shapes using different tools, such as cutters and rollers, with increasing confidence. They show strong concentration skills and giggle in delight as they make 'silly' and 'funny' shapes.
- Children's communication and language skills are developing rapidly. They express themselves using words and ask interesting questions. Children also gain a good understanding of early mathematical concepts. They recognise numbers and shapes, such as circles, triangles and hexagons. However, at times, the childminder misses opportunities to develop and extend children's ideas and thoughts, such as during play.
- The childminder gives children lots of praise and encouragement for their efforts. Children respond well. This aids children's self-esteem and confidence effectively.
- Children have good manners. They learn to use polite words, such as 'please', 'thank you' and 'pardon' in the right context. Children cope well, for example when there are changes between activities and the daily routines.
- The childminder gives children manageable tasks. For instance, she encourages children to peel their own bananas and satsumas at snack time. Children learn to use kitchen utensils appropriately. For example, they spread butter on their sandwich with increasing competence. Children are self-assured and

independent learners. However, the childminder misses opportunities to fully engage children in discussions about healthy choices around food and exercise to extend their understanding of growth and development.

- Parents are very happy with the service that they and their children receive. They praise how the childminder brings cultural events to life, such as Diwali. Parents find that the childminder is 'very clear and professional in her communication' with them.
- The childminder's commitment to her role is evident. She completes a wide variety of training, including how to support children's sleeping habits in the setting and at home. This has had a positive effect on the children's emotional well-being.
- The childminder evaluates her setting effectively to meet the needs of children in her care. She also seeks the views of other professionals to give her advice and guidance. The childminder has reflected on the indoor provision recently, which prompted her to move resources around to keep children well motivated to learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very organised. All required documents are in place, and written forms, such as records of accidents, injuries and any first-aid treatment given, are well maintained. The childminder attends regular training to keep her knowledge of safeguarding and the reporting procedures up to date. As a result, she is knowledgeable about signs of harm or neglect, including what might indicate a child is at risk of extreme views. The childminder checks toys, resources and areas used by the children to minimise risks to them. She supervises children effectively to help keep them safe.

What does the setting need to do to improve?

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

- make best use of opportunities to develop and extend children's ideas and thoughts even further
- increase discussions with children about healthy choices around food and exercise to raise their awareness of growth and development.

Setting details

Unique reference number	EY449390
Local authority	Wandsworth
Inspection number	10138249
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Wandsworth. She offers her service from 8am until 6pm, Monday to Friday, except on bank holidays. The childminder holds early years professional status.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She interacted with children at appropriate times during the inspection.
- The inspector read written feedback from parents and took into account their views.
- The inspector checked a sample of documents, including records relating to the suitability of the childminder, her qualifications and children's learning records.
- The inspector held discussions with the childminder about how she evaluates her provision and identifies areas for improvement. She completed a learning walk with the childminder to find out about the educational programmes on offer.
- The inspector evaluated an activity with the childminder and discussed the impact this had on children's learning.

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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