

# Childminder report

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Inspection date: 5 February 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder and her assistant provide a welcoming and homely environment where children feel safe and secure. Children have developed strong attachments with the childminder. She provides comfort, reassurance and cuddles. Children enthusiastically explore the environment and eagerly participate in the activities on offer. Children confidently make independent choices in their play, and manage their own tasks, such as tidying up toys after activities. The childminder and her assistant skilfully engage with the children as they play. They use opportunities to extend children's learning. Children concentrate well and develop their fine motor skills as they mould wet sand to make shapes and form letters.

The childminder and her assistant are ambitious and have high expectations of all children, therefore, children make good progress, including those with English as an additional language. They plan activities to support them with their next stage of learning. However, children's next steps are not consistently shared with parents. The childminder and her assistant support children's language skills well, and children enjoy joining in with action rhymes during the morning routine. Children eagerly play together and wait for their turn as they explore and taste different fruits during a tasting activity.

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

- The childminder and her assistant regularly observe and monitor children's progress as they play. They use this information effectively across all areas of the curriculum. This helps them to get to know the children well and plan their next steps in learning. Children make good progress from their starting points.
- The childminder and her assistant place a strong emphasis on children's personal, social and emotional development. They demonstrate caring attitudes and show children respect. Children are reminded about the rules in a gentle manner and learn what is expected of them. The childminder and her assistant use praise and encouragement and reinforce good manners and sharing. Children behave well.
- The childminder and her assistant interact extremely well with the children, therefore, children are motivated to learn and engage fully in activities. The childminder is affectionate and gentle in her approach. She engages in conversation during play and asks open-ended questions, promoting communication skills. For example, she introduces new vocabulary and repeats words to promote younger children's language. However, during large-group activities, this is not consistent for all children taking part.
- Children benefit from the childminder's passion to support them to become confident communicators. She engages children in conversation, introduces new words and supports children to extend their sentences. For example, children

confidently describe items of clothing they find during the discovery bag activity.

- Children's early literacy skills are supported well. Children listen attentively to stories and enjoy describing the pictures. Children enjoy trips to the library to share books. Parents join children for regular story times at the setting. Children enjoy hearing stories from different parts of the world. The childminder sings rhymes with children and encourages them to join in.
- The childminder routinely introduces early mathematical language with the children, such as shapes, colour and counting. For example, children enjoy measuring the space needed to display the chalkboard in the garden and counting how many of their friends are here.
- Parents speak very highly of the childminder and her assistant, stating that their children have made good progress in their development. The childminder shares daily information and ongoing assessments with parents. However, not all parents are aware of their children's next step in learning. Consequently, they cannot always contribute effectively and support their children's learning at home.
- The childminder and her assistant provide children with daily opportunities for fresh air and physical development. They use the garden to develop children's physical skills and plan regular trips out in the local community to extend children's first-hand experiences. For example, they explore the local discovery garden and learn to take risks on climbing equipment at the local park. The childminder provides healthy snacks and meals, which helps to support children in making healthy choices.
- The childminder regularly updates her knowledge and skills through training. The childminder is a good role model for her assistant. She is extremely supportive of her assistant's continual professional development, meeting regularly to discuss his role.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant keep their knowledge up to date and regularly complete safeguarding training. The childminder understands her responsibility to keep children safe. She knows the processes to follow and the professionals to inform if she has any concerns about a child's welfare. The childminder knows the procedure to follow should an allegation or complaint be made against her or her assistant. Ongoing support from the childminder ensures the assistant remains alert to his responsibility to keep children safe. The childminder understands her responsibility to ensure her assistant's suitability. She regularly completes safety checks to ensure children are safe in the home.

## **What does the setting need to do to improve?**

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

- review the organisation of larger-group activities to ensure all children are fully involved and have opportunities to further extend their thinking and language skills
- create more opportunities to share children's next steps to enable parents to contribute actively to their children's learning.

## Setting details

<b>Unique reference number</b>	EY546850
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10133693
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Streatham, in the London Borough of Wandsworth. The childminder operates Monday to Friday, 7.30am to 6.15pm, all year round. The childminder holds a level 5 childcare qualification and works with an assistant.

## Information about this inspection

### Inspector

Tracey Murphy

### Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum is planned and organised.
- The childminder planned an activity and discussed the quality of teaching with the inspector.
- Parents' written feedback was considered.
- The inspector observed the childminder and her assistant as they interacted with children, and discussed children's progress.
- The inspector looked at qualifications, recruitment and suitability checks.

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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