

# Childminder report

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Inspection date: 20 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children have good opportunities to access and explore resources that they enjoy in the childminder's home. Children communicate their needs in positive ways and make choices about what to do. They respond well to the childminder's praise and encouragement during activities. At times, children would benefit from more challenging opportunities that better reflect their learning needs. Children behave well and acquire positive social skills. They demonstrate their increasing confidence, such as when they interact with unfamiliar adults. Children receive good support to develop their communication skills. For example, they frequently share stories and sing rhymes with the childminder. Children who have English as an additional language are encouraged to value their home language and share it with others. Children's emotional well-being is supported well. They receive effective support to prepare for change, such as the arrival of new siblings. Children develop good hygiene habits. They learn about healthy fruit as they share stories with the childminder. This helps children to understand the importance of healthy lifestyles. Children's personal care is supported well. The childminder works closely with parents to mirror routines from home. Children show that they are becoming independent learners and are well prepared for future learning.

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

- The childminder builds trusting partnerships with parents and engages them well in children's learning and development. She encourages parents to share children's achievements from home. She develops a two-way flow of information to successfully support routines, such as toilet training.
- The childminder supports children who speak English as an additional language well. She helps them to recognise and develop their home language and build good communication skills. For example, she seeks key words from parents and provides opportunities for children to see, hear and use their home language.
- The childminder supports children to behave well and develop good social skills. She completes training to better understand appropriate expectations of children's behaviour. The childminder models consistently positive interactions and helps children to understand what is expected of them.
- Children develop the skills they need to prepare them for early writing in a range of ways. For example, toddlers strengthen their small hand muscles as they dig through rice to look for pretend spiders and participate in threading activities.
- The childminder helps children to learn about the traditions and cultures of others. She speaks with children about different people and communities, for example during Chinese New Year celebrations. Children are encouraged to value where their families and their friends come from as they dress in traditional clothes. This helps children to develop a sense of belonging and builds their self-esteem.

- The childminder helps children to develop a keen interest in books from an early age. Children snuggle into the childminder's lap as she reads to them. Children self-select books and settle into cuddly chairs to look at the text and pictures. Toddlers build vocabulary as they learn words, such as rhinoceros and jelly fish, and link these to the pictures they see.
- Children confidently make choices about what they would like to play with. They show determination and persistence, for example as they carefully stack cotton reels to build a tower. At times, children need more challenge to think and solve problems for themselves during activities.
- The childminder develops children's understanding of healthy lifestyles in enjoyable ways. Children touch and feel fruits that they see in books that they read. The childminder speaks with children about the benefits of eating fruit and discusses where exotic fruits come from. This also helps children to learn more about the wider world.
- The childminder responds to feedback from regular parent questionnaires to help make improvements, such as the introduction of more regular outings. She works effectively with other practitioners and identifies relevant training to complete. Self-evaluation has not been effective in helping the childminder to better consider children's individual learning needs during adult-led activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to update her safeguarding knowledge and better understand how to liaise with other agencies. She demonstrates a secure understanding of how to help keep children safe from harm. The childminder is alert to the potential risks posed to children, including from extreme views or the unsafe use of technology. She knows how to respond if concerned about a child or if an allegation is made against herself or a family member. The childminder assesses risks in her home and when on outings. She implements procedures for dealing with accidents and medication effectively and shares accurate records with parents.

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

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

- give greater consideration to children's individual learning needs during planned activities
- enhance opportunities for children to think and solve problems for themselves.

## Setting details

<b>Unique reference number</b>	EY433686
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10072181
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	16 December 2015

## Information about this early years setting

The childminder registered in 2011. She lives in Tooting Bec in the London Borough of Wandsworth. The childminder cares for children Monday to Thursday, from 8am to 6pm, all year.

## Information about this inspection

### Inspector

Kareen Jacobs

### Inspection activities

- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The childminder showed the inspector the areas of her home used by children and explained how their learning is supported.
- The inspector discussed teaching and learning with the childminder following a children's activity.

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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