

Childminder report

Inspection date: 24 February 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder plans a variety of activities which cover all seven areas of learning. The activities are based on children's interests and what they have already learned. This supports them to develop their knowledge further. When planning activities, the childminder carefully considers what she wants the children to learn and how best to teach them. Children are well prepared for their next stage of learning, including school. Children develop positive attitudes to their play, and are eager to learn while playing with the childminder. For example, children happily engaged with the childminder as she joined them in exploring musical instruments while they sang familiar nursery rhymes. The childminder is enthusiastic and engages well with the children. At times, younger children do not have enough time to explore activities. The children enjoy lots of outdoor activities and trips with the childminder, which supports their social skills well. Children behave well. They willingly follow instructions and benefit from lots of praise.

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

- The childminder has high expectations for all children. She ensures activities on offer are challenging and she joins in children's play to provide them with more challenge. For example, during a music session, the childminder tapped out different beats to the drum, encouraging children to listen and copy. This supported children's listening and attention skills.
- Children have positive attitudes to learning. They concentrate and show enjoyment as they play. For example, children eagerly explored their environment, choosing what they wanted to do. At times, however, the childminder does not enable children to explore and investigate independently to extend their understanding.
- Children learn and develop across a broad range of areas through well-thought-out activities. The childminder checks what children know, understand and can do regularly. She uses this information to decide what children need to learn next. However, the information from observations and assessments is not routinely shared with parents to support their child's learning.
- The childminder follows children's interests and supports child-led activities well. For example, the childminder chooses activities to support the development of children's fine motor skills for early writing by, for example, encouraging children to pick up the shapes posted in the shape-sorter.
- The childminder supports children's language acquisition. She introduces new vocabulary during play activities and when sharing books together. Younger children enjoy snuggling up with the childminder as they lift the flaps in familiar stories. Children enjoy regular trips to the library to join story and rhyme times. The childminder uses these opportunities to enhance children's love of books as they explore a wide range of stories.

- The childminder is a good role model, and has clear expectations of behaviour. Children settle quickly within the environment, where they build strong social skills and form new friendships during trips to local parks and playgroups.
- The childminder encourages children to be independent. They develop an understanding of healthy lifestyles as the childminder explains why opportunities for physical activities are important. Children enjoy regular trips to the local parks where they can develop these skills and take considered risks.
- The childminder has established a two-way flow of information with parents about children's routines and progress. The childminder suggests general activities for children to do at home to support children's learning further. However, at times, she does not make use of the observations she makes to identify children's next steps in learning. Relationships with parents are strong. Parents state that the childminder is very supportive, and that their children have flourished in her care.
- The childminder is ambitious in providing high-quality care and education. She has a clear programme for improving her own skills and knowledge. She has introduced strategies to support children to make choices using a choose-board in their play, following a recent training course.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good, secure knowledge about how to protect children from harm, and the procedures to follow if she has any concerns regarding a child's welfare. She is clear on what her role and responsibilities are with regard to keeping children safe. The childminder knows the procedures to follow should an allegation or complaint be made against her. The childminder keeps her knowledge up to date. She reviews her policies and procedures regularly to ensure they are in line with those of the local authority. The childminder carries out thorough risk assessments of 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:

- ensure younger children have opportunities and time to investigate and explore their chosen activity
- identify more precise next steps for children and share these regularly with parents so that children do even better.

Setting details

Unique reference number	EY345397
Local authority	Wandsworth
Inspection number	10073811
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Wandsworth. The childminder works flexibly from Monday to Friday, 8am to 6pm, all year round. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector and childminder discussed children's learning and progress.
- The childminder and inspector undertook a learning walk of the setting and discussed how the childminder organises the curriculum.
- The inspector observed the childminder's teaching during activities with the children.
- The inspector looked at a sample of documents, including parental feedback, safeguarding procedures and the childminder's suitability to work with children.
- 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.

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