

# Childminder report

---

Inspection date: 25 February 2020

---

<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	Good
--	------

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

### **The provision is good**

Children enjoy the homely environment that the childminder provides. They develop close relationships with the childminder, who is warm, kind and caring. The childminder has high expectations of all children and knows them well. Children demonstrate that they feel safe and secure in the her home. The childminder joins in with children's play and offers them comfort and security as they listen to stories. She helps children to learn the importance of sharing toys and resources, and is a good role model. Children behave well and learn how to be courteous and polite through the childminder's positive interaction with them. They happily choose from a range of activities and resources, engaging enthusiastically with the childminder. Children enjoy their time with the childminder, and she helps them to learn how to keep themselves safe as they explore the environment. The childminder provides opportunities to broaden children's experiences with, for example, visits to the local parks, the wetlands centre and playgroups. This helps to develop children's understanding of the wider world and community, and develops their social skills.

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

- The childminder collects detailed information about children's routines and what they can do when they first start. She uses her observations of children's play to help her to plan interesting activities. However, she does not routinely make the most of the information from assessments to ensure that she quickly identifies children's next steps so they learn more deeply.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She takes part in online training to develop her skills. However, she does not reflect routinely on her skills and knowledge to be fully confident with the areas of learning she teaches.
- Children are keen to look at books and share stories with the childminder. She supports children to develop their language skills through talking about the stories and pictures, and singing nursery rhymes. For example, the childminder talks to children as they play, and uses opportunities to introduce new words. She asks questions to help children develop their speech. Children giggle in delight as they interact with each other.
- The childminder helps children to understand potential dangers and shows them how to keep themselves safe. For example, children and babies have plenty of opportunities for sensory exploration and investigation in the learning environment.
- Parents commented about the care and good communication from the childminder. The childminder keeps parents informed about their children's achievements and progress. She holds daily discussions and regularly shares her observations with parents. This helps parents to be fully involved in their

children's learning.

- Children have good opportunities to develop their mathematical skills. The childminder creates activities to help children learn to count and to recognise shapes and numbers. Children learn how to develop their problem-solving and small-muscle skills. For example, young children spend time trying to stack rings in the correct way. Older children enjoy using play dough to make different shapes.
- The childminder provides a range of toys and resources that engage children in their play. She plays with children and follows their interests well, encouraging them to explore. Children were curious and motivated to learn as they discovered how to make cars follow different ramps to reach the bottom of the track. Young children show excitement as they press buttons to see what happens on interactive toys.
- Children benefit from fresh air and daily exercise, and have plenty of opportunities to be physically active. Children learn about the benefits of healthy eating and good hygiene. The childminder encourages children to eat a variety of healthy and nutritious foods through the home-cooked meals she provides and by encouraging them to try new foods. Children enjoy spending time exploring various nature sites, such as Kew Gardens and local wetlands, to learn about plants and different wildlife.
- The childminder plans a variety of activities which cover all seven areas of learning. The childminder makes clear observations about children's learning. However, assessments are not always used to plan children's further learning in order to ensure their best progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She knows the procedures to follow should she have any concerns about a child's welfare, or if an allegation is made against her. The childminder can identify when a child may be at risk, and has a safeguarding policy with relevant contact numbers that she can access when necessary. She keeps her training up to date. The childminder conducts risk assessments to minimise potential hazards in her home.

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

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

- ensure children's next steps are precisely and swiftly identified so that they make even better progress in their learning and development
- use self-evaluation to identify areas for improvement and strengthen knowledge and skills, particularly to develop teaching even further.

## Setting details

<b>Unique reference number</b>	EY346071
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10073817
<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>	0 to 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	31 March 2016

## Information about this early years setting

The childminder registered in 2007 and lives in Putney, in the London Borough of Wandsworth. She provides care for children each weekday from 8am to 6pm, all year round, except on bank holidays.

## Information about this inspection

### Inspector

Tracey Murphy

### Inspection activities

- The childminder and the inspector undertook a learning walk and discussed how the curriculum is planned and organised.
- The inspector observed an activity and discussed the quality of education with the childminder.
- Parents' written feedback was considered by the inspector.
- The inspector observed the childminder as she interacted with children, and later discussed their progress with her.
- The inspector checked staff's qualifications, the setting's policies and staff suitability checks for all members of the household.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020