

# Childminder report

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Inspection date: 2 March 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 enjoy the homely environment that the childminder creates. They develop close relationships with the childminder, who has a warm, kind and caring nature. The childminder has high expectations, overall, for all children, including those with special educational needs and/or disabilities (SEND). She knows children well and they demonstrate that they feel safe and secure in her home. The childminder joins in with their play and offers children comfort and cuddles as they need them. She makes clear observations about children's learning. The childminder 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 wide range of activities and resources, engaging enthusiastically with her. Children enjoy their time with the childminder, and she helps them to learn how to keep themselves safe as they explore their environment. The childminder provides opportunities to extend children's experiences. For example, they visit the local parks, meeting with other childminders and the local community. The childminder supports children's learning further as they shop for fruit for snack. This helps to develop children's understanding of the wider world and community and develop their social skills. Parents comment about the care and good communication from the childminder.

### 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 their play to help her to plan interesting and challenging activities. For example, children eagerly explore different sounds as they add pasta to plastic bottles to make musical shakers.
- 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 well to decide what children need to learn next. Children, including those with SEND, make good progress. The childminder works well with other professionals who are involved with children to ensure continuity of care and learning. This helps to ensure better outcomes for children as they move on to nursery or school.
- The childminder interacts well with children overall. 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 questions, promoting children's communication skills. However, she does not always give children time to form their own thoughts and ideas to answer questions.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She takes part in training to develop her practice. However, she has

not reflected closely on her skills and knowledge to identify where she could strengthen her teaching further.

- The childminder supports children to develop their language skills well, overall. She comments on their play and sings nursery rhymes. For example, she talks to children as they play and uses opportunities to introduce new words to help children develop their speech. Children show great delight and giggle as they join in song time with the childminder.
- The childminder supports children's early mathematical skills as they count to fill bottles and discover which are full and empty.
- 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.
- The childminder provides a range of toys and resources that engage children in their play. She plays with children and follows their interest well, encouraging them to explore happily. Children enjoy activities to support early reading skills, for example, as they play memory matching games using cards with photographs and familiar words.
- Children benefit from fresh air and daily exercise and have plenty of opportunities to be physically active. They learn about the benefits of healthy eating and good hygiene practices. The childminder encourages them to eat a variety of healthy and nutritious foods. Children enjoy spending time exploring various local parks and soft-play centres to develop their physical skills as they balance and climb. The childminder supports them to manage risks and be aware of their own safety on these trips.

## 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. In addition, she knows what to do if an allegation is made against her. She can identify when a child may be at risk and has a safeguarding policy with relevant contact numbers she can access when necessary. The childminder keeps her training up to date. She conducts risk assessments to minimise potential hazards in her home and on trips.

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

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

- give children time during interactions to extend their learning further and form their own ideas and answers to questions
- use self-evaluation to identify areas for improvement and strengthen knowledge and skills to develop teaching further.

## Setting details

<b>Unique reference number</b>	EY253386
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10073174
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	10 June 2016

## Information about this early years setting

The childminder registered in 2003. She lives in Tooting, in the London Borough of Wandsworth. The childminder offers care each weekday from 8am to 6pm, all year round. She is able to receive funding to provide free early education for children aged two, three and four years.

## 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 inspector observed an activity and discussed the quality of teaching with the childminder.
- A sample of parents' written feedback was considered by the inspector.
- The inspector observed the childminder as she interacted with children and discussed their progress.
- The inspector looked at the childminder's qualifications and the 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.

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