

Childminder report

Inspection date: 12 March 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

Children settle in quickly when they join the childminder's provision. They develop close bonds with her and demonstrate that they feel safe in her care. For example, children go to her for cuddles if they need reassurance and settle down quickly to sleep. The childminder has high expectations for all children. Children learn important social skills, such as how to share and take turns. They form good relationships with their peers. For instance, children are caring towards babies. They pass toys to them and give them hugs before they go for a nap. Children become increasingly independent in managing their personal care needs, such as feeding themselves. They enjoy small responsibilities such as tidying away resources.

Children are confident to make choices and select resources independently. They enjoy learning and show high levels of interest and engagement as they play. For example, two-year-old children concentrated for a long period as they sorted and matched toy animals according to their type, size and colour. Babies showed curiosity as they explored interactive toys. They developed their understanding of how things work as they pushed buttons and flaps to make toys disappear and pop up again.

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

- The childminder has a secure understanding of how children learn. She monitors their progress well and provides a range of resources and activities which support all areas of their learning. Children play with a variety of toys and equipment indoors and outdoors. However, there is not a wide variety of textures, materials and media available, to enhance their creativity and understanding of the world.
- Children make progress in their literacy skills. They look at books independently and they thoroughly enjoy listening to stories read by the childminder. This encourages them to acquire a love of books and an interest in reading. However, there are not consistent opportunities for them to practise making marks, to support their early writing skills.
- The childminder supports children's language and communication skills effectively. She speaks to children throughout the day and introduces new vocabulary, to help them understand and use a broad range of words. For example, when children talk about 'baby animals' she teaches them the correct terms such as 'lamb', 'puppy' and 'kitten'. The childminder responds positively to babies as they babble and encourages them to imitate noises and develop their speech sounds.
- Children thrive in the safe and welcoming environment. The childminder is consistently kind, calm and caring, which helps children to feel happy and

secure. She develops strong partnerships with parents. The childminder gathers information about children's needs, interests and abilities when they join her setting. She uses this information to help them settle, for example by adapting her routines and providing familiar toys and foods.

- Children's behaviour is good. They enjoy being praised by the childminder and respond positively when she reminds them of expectations, such as being kind and sharing toys.
- The childminder understands the importance of promoting healthy lifestyles for children. She ensures that there is space for babies and children to move freely indoors and outdoors. Children engage enthusiastically in activities such as moving to music, which helps to keep them active throughout the day. The childminder teaches children good hygiene routines and encourages them to manage their own personal needs, such as wiping noses and changing their clothes independently.
- The childminder organises her provision well. She accesses a range of training to ensure she knows how to keep children safe. She has links with other childminders and reads up on current childcare issues. This helps her to improve her teaching and enhance the learning experiences she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding and child protection procedures. She knows how to identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder understands wider safeguarding issues which might affect children, such as risks from radicalisation and extremism. She knows the procedures to follow and the professionals to contact if she has concerns about children's welfare. The childminder assesses any risks to children within her home and when taking them on outings. She has effective procedures in place to help keep them safe.

What does the setting need to do to improve?

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

- develop the range of textures, media and materials available for children, especially for babies, to encourage and support their sensory exploration and creativity skills further
- build on the opportunities for children to practise making marks, to further support their writing skills.

Setting details

Unique reference number	EY412180
Local authority	Wandsworth
Inspection number	10074512
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Wandsworth. The childminder operates her service all year round from 8am to 6pm, Monday to Thursday.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She held discussions with the childminder about the children's development.
- The inspector looked around the areas used for childminding and discussed the organisation of the learning environment with the childminder.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and the suitability checks on people living in the household.
- The inspector took account of parents' views from their written comments. She spoke to children at appropriate times during the inspection to assess their views and experiences of the provision.

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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