

Childminder report

Inspection date: 20 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children receive good support as they play and learn, as the childminder works effectively with her co-childminder to meet their needs. Toddlers get comfort, cuddles and reassurance. Children show that they feel secure and safe in the care of the childminder and her co-childminder. They have good opportunities to learn more about the wider world during regular trips and outings. Children benefit from the effective teaching strategies used by the childminder and her co-childminder to help them learn. For example, they have frequent opportunities to practise early writing and mark making. Younger children demonstrate their mathematical awareness, and their emerging speaking skills are supported well. For instance, they correctly sequence numbered cards and regularly participate in rhyme time sessions. Children receive effective support from the childminder and her co-childminder to help them develop their listening and attention skills. They develop a growing understanding of technology, for example when they complete learning games on devices that the childminder allows them to safely use. Parents receive good support to engage in children's learning at home. The childminder has less effective arrangements to support the continuity of children's learning and development at school.

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

- Overall, the childminder and co-childminder work together well to plan appropriate activities for children. They share their observations of children's learning and collaborate well to agree what children should learn next. The childminder includes parents' observations of their children in her accurate assessments of children's learning.
- The childminder and her co-childminder implement the curriculum effectively. They explain their teaching strategies to parents, who successfully adopt their approach to learning when at home. Parents share information about children's learning experiences at home. Communication with teaching staff at schools that children also attend is less effective. This hinders some children from receiving the support they need to help them engage in learning when away from the childminder's setting.
- The childminder and her co-childminder demonstrate consistently positive interactions. For example, the childminder uses descriptive words, gets on the floor at children's level and uses eye contact during activities. She makes good use of sign language and visual prompts to engage younger children well.
- The childminder and her co-childminder have a secure understanding of how children develop and learn. Information about children's development and progress is regularly shared with parents. This helps the childminder to promptly identify and address potential gaps in children's learning.
- The childminder and her co-childminder use daily routines to support children's

learning. For example, children work out how many more items may be needed as they prepare for lunch. They are encouraged to recognise and name numerals that they see in the local environment. This helps to develop children's mathematical awareness.

- Children develop their literacy skills in enjoyable ways. They develop the small hand muscles needed for later writing, for example when they squeeze, press and manipulate dough. Children freely choose accessible books to read or share and regularly sing songs and rhymes.
- The childminder and her co-childminder gather information from parents about children's individual care needs. Children enjoy healthy and nutritious snacks that reflect their dietary requirements. The childminder adopts a shared approach during toilet training. She works well with parents and her co-childminder to meet the health needs of children effectively.
- The childminder and her co-childminder share useful information with parents and seek feedback to help develop their service. They use their links with external practitioners to share ideas and access advice and support. Parents give positive written feedback about the flexible and caring service.
- The childminder and her co-childminder follow safer recruitment guidelines. They provide effective support for assistants to carry out their roles and responsibilities. Although initial suitability checks are robust, arrangements to check the ongoing suitability of assistants are not fully established.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder demonstrate a secure understanding of the potential risks posed to children, including the risk of developing extreme views and the unsafe use of technology. They know how to respond if concerns arise about a child's welfare. The childminder and her co-childminder understand how to respond in a medical emergency. She and her co-childminder implement policies and procedures appropriately, although arrangements for checking the ongoing suitability of staff should be strengthened. They complete risk assessments for the childminder's home and when on outings. Accurate records are maintained for children's medication, accidents and attendance.

What does the setting need to do to improve?

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

- enhance links with staff at schools that children attend, to further promote continuity of children's care and learning
- strengthen existing arrangements to check that staff remain suitable for their roles.

Setting details

Unique reference number	EY471389
Local authority	Wandsworth
Inspection number	10075614
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	1 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 June 2016

Information about this early years setting

The childminder registered in 2013 and lives in Tooting, in the London Borough of Wandsworth. She works alongside another registered childminder. The childminder operates all year round from 6.30am to 7pm, Monday to Friday. She holds a relevant early years qualification at level 2 and occasionally works with an assistant.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The inspector observed the quality of interactions between the childminder, her co-childminder and children, and assessed the impact of these on children's learning.
- The inspector discussed teaching and learning following a children's activity.
- The childminder and the inspector completed a learning walk together.
- The inspector looked at relevant documentation, including children's records and evidence of the suitability of persons living and working in 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020