

Childminder report

Inspection date: 6 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

The childminder and her assistant are motivated, enthusiastic and committed to offering the best possible service for children in their care. They provide a welcoming environment where children can play safely and show enjoyment while exploring. Children are happy and settled. The childminder and her assistant know children well and use children's interests to help them achieve their next steps in learning. For example, at story time, they introduce props to make sure all children are involved. The childminder and her assistant constantly talk to children about what they are doing, which extends their vocabulary. They value and encourage children's home language to support their sense of identity and their confidence in speaking. They find out words in children's home language and use them in the setting. Children behave well. The childminder and her assistant are warm and sensitive towards children. They encourage them to share and take turns, and frequently praise their achievements and efforts. This helps children to build their confidence and show respect to each other.

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

- The childminder and her assistant place a strong focus on supporting children's communication and language development. They skilfully use numerous strategies such as story times, songs, talking to children and asking them open questions. When younger children shake objects, the childminder and her assistant say, 'Shake, shake, shake'. This supports children to develop an understanding of the words that link to the actions they make. Children learn to become good communicators.
- Children develop a love of books and thoroughly enjoy listening to stories read by the childminder. They have access to a wide range of books, which supports their literacy skills.
- The childminder and her assistant provide good opportunities for children to develop their mathematical skills. They use everyday play and routine to introduce positional language and encourage counting. For instance, while exploring the story, children enjoy counting how many pieces of leaf 'The Very Hungry Caterpillar' ate.
- Children have a positive attitude to learning. They show curiosity and remain engaged in activities for long periods of time relative to their age. For example, during a messy activity, they concentrate well as they fill and empty containers with cereals, manipulate dry leaves and make water marks.
- The childminder and her assistant encourage children to be independent and take an active part in their own self-care. For example, children help themselves to tissues when they need to wipe their noses.
- The childminder and her assistant support children to follow healthy lifestyles. They provide them with home-cooked, healthy meals and nutritious snacks.

Children have ample opportunity to enjoy fresh air and to be physically active. They play in the childminder's garden, and visit local playgrounds and nearby green spaces regularly.

- Children develop an interest in technology and how things work. For instance, they learn how to operate electronic toys by pressing buttons.
- Parents are very pleased with the care their children receive and the progress they make in their learning. They speak highly of the childminder and her assistant and the nurturing care they provide. The childminder and her assistant keep parents informed daily of their children's routine and activities they have taken part in.
- The childminder works closely with her assistant. They know each other very well and understand one another's strengths and weaknesses. The childminder ensures that they are both up to date with mandatory training, such as paediatric first aid and safeguarding. However, professional development is not focused enough to continually raise the quality of their teaching to the highest level.
- The childminder and her assistant use their observations and assessment of children's development to identify appropriate next steps for each child. However, occasionally, they do not adjust activities to consistently challenge all ages and abilities of children.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and secure through the childminder and her assistant's good practice and their robust safeguarding knowledge. The childminder and her assistant make sure children are cared for in a safe and secure environment and they are closely supervised. The childminder and her assistant have a sound understanding of the signs and symptoms of abuse. They are familiar with the local procedures to follow should they have concerns about a child's welfare. They are also aware of wider safeguarding issues and know how to act in the case of an allegation made against them or a member of the household.

What does the setting need to do to improve?

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

- extend the use of further training opportunities to strengthen the existing knowledge and teaching skills further
- make sure activities are organised to consistently challenge all children participating.

Setting details

Unique reference number	EY415965
Local authority	Wandsworth
Inspection number	10074594
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 3
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 March 2016

Information about this early years setting

The childminder registered in 2010. She holds an appropriate early years qualification at level 3. The childminder lives in the London Borough of Wandsworth and operates her service from Monday to Friday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Damiana Cornacchia

Inspection activities

- Discussions were held with the childminder and her assistant, at appropriate times throughout the inspection, to understand how the early years provision and activities are organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- A joint observation of an activity was completed by the inspector and the childminder.
- The inspector looked at relevant documentation, including children's learning records and assessments, training, policies and procedures.
- The inspector took account of the written views of parents.

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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