

# Childminder report

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Inspection date: 15 June 2021

<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	Not applicable

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

### **The provision is good**

Children settle happily and enjoy their time at this nurturing, calm setting. The childminder takes time to find out about children's likes and dislikes to ensure that their needs are met well. She builds strong, warm relationships with children. This helps children to feel valued and content. Children engage well with activities. For example, they get excited as they learn about features of different sea creatures while they play in the water tray. They really enjoy activities and develop high levels of curiosity. For instance, children express wonder and excitement as the childminder blows bubbles, which gently float away in the breeze. Children become curious when the bubbles disappear when they touch them. The childminder explains that the bubble has burst, and this teaches them new words to develop their understanding of the world. The childminder has high expectations for every child and children behave well. The childminder uses a calm and consistent approach to manage children's behaviour effectively.

The curriculum is organised effectively so that children learn valuable skills throughout their development. The childminder observes children regularly and uses this information well to ensure they are well prepared for school.

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

- The childminder provides thoughtful, interesting activities covering all areas of learning. The curriculum is based on what children need to learn next. Children make good progress.
- Children learn about the world around them well. For instance, the childminder takes children to the local city farm where they see and learn about different farm animals. They plant and grow vegetables so understand where food comes from.
- The childminder supports children's communication and language skills effectively. For instance, children enjoy browsing through a wide range of books and identify different characters. The childminder teaches them new words as she reads stories and sings a wide range of action songs and rhymes with the children.
- Children develop good physical skills. The childminder ensures that children have a wide range of physical activities to enhance their development. For instance, children climb up a ladder to go down a slide, they learn to balance on scooters, and develop coordination skills as they play different ball games. The childminder supports children's fine motor skills well, for example, children use tweezers to carefully pick up different objects in trays.
- Children learn to share and take turns as they use toys and resources. They show consideration for each other, for instance one child gave a drink to another child who was thirsty. Children learn to accept and respect others from different

cultures and backgrounds by, for example, the childminder telling the children stories about Chinese New Year and other festivals.

- The childminder has very good partnerships with parents. She provides highly effective, flexible ways to share information about children's progress. The childminder works very well with her assistant and they communicate very effectively to support good outcomes for children.
- The childminder helps children to develop good listening skills to support their communication and language development. For instance, she claps seashells together and asks children to listen to the sound it makes, and rubs the surface of the water tray to make different sounds, which children listen to intently.
- The childminder does not consistently make the most of opportunities to let children do things for themselves, to support their independence skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder prioritises children's safety. Both the childminder and her assistant have good knowledge of possible indicators of concern and know the procedures to follow to ensure children's safety and well-being. They are vigilant to identify any risk to children of being exposed to extreme views and know what to do to protect them, including reporting concerns to external agencies.

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

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

- consistently make the most of opportunities to let children learn to do things for themselves, to promote their independence skills.

## Setting details

<b>Unique reference number</b>	EY554196
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10174462
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder has been registered since October 2017. She lives in Tooting, in the London Borough of Wandsworth. The childminder works with an assistant from Monday to Thursday from 8am to 6pm all year round.

## Information about this inspection

### Inspector

Jenny Beckles

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together.
- The inspector and the childminder carried out a shared observation together.
- The inspector spoke to children at times during the inspection.
- The inspector considered the views of parents during the inspection.

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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