

# Childminder report

---

Inspection date: 22 July 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**

The childminder and her assistant provide a safe, welcoming and stimulating environment. Children are happy, settled and show a delightful sense of belonging. They develop close bonds with the childminder, her assistant and their friends. Overall, the childminder is knowledgeable in her approach to teaching and learning. She provides children with interesting activities, which motivate their interests and curiosity. Children are confident learners. For example, they access lavender, mint and orange peel to create a sensory concoction. Children delight in exploring the different smells and textures of their mixture. The childminder and her assistant have high expectations for children's behaviour. They are quick to remind children of what they expect. For example, when children become too loud, they are reminded to use their 'inside' voices. Children behave well, and are kind towards each other.

The childminder suitably promotes diversity through a range of activities. For example, children acknowledge a range of cultural and religious festivals throughout the year. This helps to them to learn about the differences and similarities between themselves and others. Throughout the COVID-19 (coronavirus) pandemic, the childminder communicated well with parents. For example, she emailed recipes and carried out video story times with the children. This helped to maintain relationships during difficult times.

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

- The childminder observes children closely and regularly reviews their development to identify what they need to learn next. She uses this information to plan a variety of activities to nurture their ongoing progress.
- Children adopt a healthy lifestyle. At mealtimes, the childminder and her assistant talk to children about the benefits of healthy foods. Children's physical development is supported well. For example, they have daily opportunities to access the outdoor area and visit local parks to access large play equipment. Children enjoy taking part in exercise sessions, where they move their whole bodies in different directions. The childminder encourages children to feel their heartbeat and talks to them about the health benefits of exercises.
- The childminder fosters children's social and emotional development well. She helps children to learn about their emotions through stories. She encourages them to recreate the faces to show happiness, sadness and anger. However, older children have limited opportunities to be independent during personal care routines, in relation to toileting and mealtimes routines.
- Partnerships with parents are effective. The childminder works closely with parents to ensure there is a two-way flow of communication to support children's care and learning. This consistent approach to children's learning and

development helps them to make good progress from their starting points in learning. Parents have confidence in the childminder's ability and value the quality of care and learning that she provides.

- All children are developing strong communication skills and confidently use their growing vocabulary to express themselves. The childminder and her assistant support children to make good progress in their language development. For instance, they ask the children open questions, sing songs and promote children's home languages.
- Older children count and identify shapes during play. However, the childminder does not consistently encourage them to explore other mathematical concepts. For example, children lack opportunities to learn about weight, capacity and money to extend their mathematical understanding and vocabulary further.
- The childminder uses self-evaluation effectively to make improvements to her practice. She gathers the views of parents by providing them with feedback forms to help her identify areas for development.
- Children have plenty of opportunities to practise their early writing skills. For instance, children are encouraged to use a range of materials to make marks. They create beautiful works of art that they keen to show off.
- The childminder has completed all required training, including paediatric first aid. However, she has not targeted professional development opportunities for herself or her assistant, to acquire new skills and knowledge to further improve the curriculum and learning outcomes for children.
- Children have lots of fun and show their understanding of the world around them during imaginary play. For example, they tap on keyboards and use a mouse as they pretend to send emails.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends child protection training and has a good knowledge of wider safeguarding issues. She is alert to when a child may be at risk of harm and the relevant organisations to contact to protect children's welfare. The childminder shares her knowledge and safeguarding procedures with her assistant, so that they are aware of their role and responsibility to safeguard children. The childminder and her assistant ensure that the home is safe and secure for children to use. They help children to learn about keeping safe, such as when using a knife during cutting activities.

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

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

- increase opportunities for older children to be more independent during self-care routines, to promote their independence even further

- extend opportunities for older children to explore wider mathematical concepts to widen their mathematical development
- focus professional development more sharply on raising the quality of the curriculum to support children's learning even more effectively.

## Setting details

<b>Unique reference number</b>	EY560514
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10190758
<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>	2 to 7
<b>Total number of places</b>	9
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in West Hill, located in the London Borough of Wandsworth. The childminder operates Monday to Thursday, from 8am to 6pm all year round. She works with an assistant.

## Information about this inspection

### Inspector

Trisha Edward

### 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 showed the inspector around the parts of her home used for childminding and explained how she organises the areas to meet children all round needs.
- The inspector observed children as they played and took part in a joint observation of an activity with the childminder.
- The inspector spoke with the childminder's assistant and children at appropriate times during the inspection
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the adults living on the premises.
- The inspector took account of parents' written and verbal feedback as part of the inspection process.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021