

Childminder report

Inspection date: 4 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 are extremely happy and feel safe, secure and ready to learn. The childminder provides children with very good opportunities to challenge themselves, take risks and learn important life skills. Her curriculum places a sharp focus on supporting children to develop the skills they need in readiness for school. Children's early mathematics is promoted through a broad range of activities and opportunities. For example, children count the number of stairs as they go up and down them to access the bathroom. They use lots of mathematical language as they described the size of the dinosaurs and eggs as they dig them up from the soil.

The childminder provides a rich language environment for children. Her skilful interactions and enthusiasm help to build children's understanding and speech. Children enjoy listening to stories and quote familiar lines during play. For instance, as the childminder knocks on the play house door to come in. The children respond with 'Not by the hair of my chinny chin chin'. All children are making good progress in their language acquisition. The childminder has very high expectations for children's behaviour, and this is reflected in the way that children behave. Children flourish in the nurturing and stimulating environment.

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

- Children's personal, social and emotional abilities are developing extremely well. They are eager to share, take turns and develop secure friendships with the childminder and other children. The childminder provides children with the optimum opportunities to be independent within the provision. For example, they put away their cups and clean their own hands and face after meals. Older children put on their own shoes and clothing for outdoor play.
- The childminder provides children with daily opportunities to gain fresh air and exercise. Children have a wonderful time being physically active in the childminder's garden. They hunt for minibeasts, access a range of wheeled toys and engage in water play. This helps to enhance children's large- and small-muscle skills.
- Children enjoy taking part in a range of activities that develops their awareness of the importance of living a healthy lifestyle. For example, they learn about how things grow and about food that is good for them and not so good. Children have grown runner beans, radishes and cress. The childminder promotes this further by using books and creating a dental area, to increase children understanding of the importance of oral hygiene.
- The childminder assesses children's progress successfully. She uses information gathered to plan meaningful learning opportunities based on the children's individual needs. This helps children to make very good progress in relation to

their starting points.

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- Although the childminder evaluates her practice and seeks feedback from children and parents using questionnaires. She does not identify areas of development to help her to improve her curriculum and provision to the highest level. Parents speak highly of the childminder's service.
- Children persevere as they make marks on paper and attempt to write letters and draw shapes, such as circles. Older children are able to confidently identify letters that have meaning to them in the environment. The childminder fosters children's literacy even further by introducing children to the sounds that letters make. This helps to promote children's early reading and writing skills.
- The childminder keeps parents well informed and updated about their children's learning through daily discussions, photos and regular assessments. Parents contribute to the assessments by sharing what children have been learning at home. This helps to promote consistency in children's learning across both settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection. She can clearly identify the signs and symptoms, which may indicate that a child is at risk of harm. The childminder understands her role and responsibility to record and report her concerns. She attends regular training to keep up to date with wider child protection issues. The childminder ensures her home is clean, safe and secure by undertaking regular risk assessments in the home and while on outings. Children take part in regular fire drills, to help them to know what to do in the event of an emergency.

What does the setting need to do to improve?

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

- strengthen systems for self-evaluation to help identify areas of development to raise the quality of the provision even further.

Setting details

Unique reference number	EY429105
Local authority	Wandsworth
Inspection number	10074816
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	3
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 2011. She is located in Putney, in the London Borough of Wandsworth. The childminder operates from 8am until 6pm Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The inspector observed the interactions between the childminder and the children and spoke to them at appropriate times during the day.
- A joint observation was held between the inspector and the childminder to discuss the quality of education.
- A range of documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. The childminder discussed her procedures for safeguarding children.
- Parents' views were sought through written documentation.

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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