

Childminder report

Inspection date: 25 November 2021

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	Met
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What is it like to attend this early years setting?

The provision is good

Children feel safe, secure and happy in the setting. They have access to a broad curriculum, which focuses on their individual learning needs. The childminder finds out from parents about their children's interests and care routines. She closely follows these when planning activities. This supports new children to settle well and make strong attachments with the childminder. Young children's communication and language are effectively supported by the childminder. They confidently answer open questions, which helps to extend their vocabulary and conversational skills. The childminder incorporates songs and storytelling into daily routines. For example, children enjoy sitting on her lap listening to stories about familiar and favourite characters.

Children confidently move around the main play space to self-select resources. They have fun using their imaginations, and show care and compassion as they seek out dolls to put into their toy pushchair. Children move around the room and safely negotiate the furniture. They behave well. Young children are beginning to learn how to show concern and consideration for others. They are encouraged to play well together, share and take turns. Children receive lots of praise and encouragement from the childminder, which helps to develop their self-esteem and confidence.

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

- Young children are curious as they explore technology. They press buttons and turn knobs on interactive resources. Children listen intently to the pre-recorded messages and sounds that they create. This helps to develop their understanding of how things work.
- Children have daily opportunities to obtain fresh air and exercise in the local community. For instance, they enjoy trips to the local park, where they access large play equipment and have opportunities to feed the ducks.
- The childminder is committed to her ongoing continuous professional development. She regularly completes training courses to develop her knowledge and practice. For example, the childminder has completed behaviour management training to increase her understanding of supporting children's emotional needs. The childminder shares the information from this training with parents. This helps to promote consistency when supporting children to learn how to behave.
- Partnerships with parents are good. The childminder keeps parents updated about their children's progress and development. For example, she sends them regular photographs and video clips of their children engaged in meaningful play. The childminder shares details of children's next steps in learning with parents and encourages them to contribute to their children's assessments.

- Self-evaluation is effective and the childminder reflects well on her provision. She seeks the views of parents. For instance, after feedback from parents about supporting their children who are reluctant to try new foods, the childminder has developed a vegetable patch. This helps to support children's knowledge of how things grow and healthy eating. Children water and tend to crops, including tomatoes, strawberries and cucumbers, and get to eat them when they are ripe and ready.
- Children are well supported to understand the diverse society they live in. They access a broad selection of resources, such as dolls, small-world people and books. Children learn about a range of cultural and religious festivals, such as Black History Month, Diwali and Christmas. This helps to promote children's sense of self and the wider world.
- The childminder regularly monitors and assesses children's learning. She uses this information to plan meaningful activities to help children to make good progress from their starting points in learning. The childminder has a secure knowledge of each child and what they are capable of.
- Children's early mathematical skills are developing well. Older children count confidently to 10 and, with a little support, to 20. Younger children solve problems and explore shape and space as they access shape sorters.
- Children enjoy engaging in role-play opportunities. They develop their imaginations as they create a range of pretend meals in the activity kitchen. However, children have limited chances to enhance their sensory and creative skills, such as by exploring a range of materials.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her responsibilities to keep children safe from harm. She keeps her safeguarding training up to date and has a good knowledge of the broader safeguarding concerns. The childminder can identify the signs and symptoms that might be a cause for concern and knows the correct reporting procedures to follow. She regularly risk assess her home and completes fire drills with children to make sure that they understand what to do in an emergency. Children are safe and secure in the childminder's care.

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 children to develop their sensory skills and creativity even further.

Setting details

Unique reference number	EY380207
Local authority	Wandsworth
Inspection number	10104860
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 12
Total number of places	4
Number of children on roll	6
Date of previous inspection	13 October 2015

Information about this early years setting

The childminder registered in 2008. She lives in the London Borough of Wandsworth. The childminder works all year round from 7am to 7pm, Monday to Friday, except for bank holidays.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 areas of her home that are used by children, and explained how she supports children's learning and development.
- The inspector observed the interactions between the childminder and children, and assessed the impact on children's learning.
- Parents' views were obtained through written documentation.
- The inspector reviewed documents, including those relating to first aid, insurance and suitability.

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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