

# Childminder report

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Inspection date: 28 March 2022

<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 benefit from a clean, well-maintained, welcoming learning environment. Children are happy and settled. They have good relationships with the childminder, her assistant and each other. Babies are supported well. They enjoy frequent cuddles which help them to feel safe and secure. The childminder gently reminds children about expectations of their behaviour. As a result, toddlers play well together and are kind to each other. For example, they learn about sharing and taking turns during activities led by the childminder. Children pass the box of puppets to each other and when one child only has one puppet, another child gives them one of theirs without any prompting by the childminder.

Children make good progress as the childminder provides a rich curriculum of activities and outings. She has high expectations for every child and plans activities that reflect children's interests and learning needs. For example, children enjoy music and movement sessions. They develop good language skills while singing key words of the songs. They dance enthusiastically and play their instruments in time to the music, showing good physical skills. Children develop their early mathematical skills while singing songs that include numbers and counting. They also enjoy finding the sea creatures in the book and counting them. Children also go on frequent outings, for example, to parks, the library, children's groups, including a soft-play centre, and a messy-play group. They go to the local shops and market. These frequent outings help them to actively learn about the community in which they live.

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

- The childminder is clear about what she wants children to learn and the sequence that activities are provided to promote the best learning outcomes for children. She plans a broad curriculum of activities across all areas of learning that are linked to children's learning needs. She also evaluates the impact these activities have on children's learning. As a result, all children are supported well and are making good progress.
- Children participate in a range of activities that reflect their learning needs. However, lots of resources are on shelves or in lidded boxes, so they are not easily accessible. This limits children's ability to follow their own interests during play and to become independent learners.
- The childminder and her assistant show high regard for promoting their continuous professional development. For example, they attend regular training so that they keep up to date with current childcare practice. They have meetings to discuss the training and to identify any improvements and ideas to further improve their practice and outcomes for children.
- The childminder and her assistant extend children's vocabulary well. Children

listen well to stories and enjoy looking at picture books with the childminder, including books written in their home languages. The childminder gives encouragement and praise when children say new words and constantly talks to them during play. As a result, all children, including those who are learning English as an additional language, make good progress with their communication and language skills.

- Children enjoy relaxed mealtimes. They talk with the childminder about the foods they like. They develop good eating habits, for example, as they help themselves to water and second helpings of pizza and salad.
- Children learn about good hygiene practice and self-care. For example, they look in the mirror when wiping their face or blowing their nose and know to put the tissue in the bin.
- The childminder has good systems in place to share information with parents about their children's progress and encourages parents to share information about children's learning at home. She has completed training so that she is ready to complete the required progress checks when children are aged between two and three years old.
- The childminder and her assistant have a gentle approach and manage children's behaviour in positive ways. As a result, children are learning about how to express their feelings and talk about their emotions.
- Children play well together. For example, they enjoy playing imaginatively together in the home corner and play shop. They use the till and talk about the money. Older children roll balls back and forth to babies, promoting their physical skills well.
- Children develop good social skills while playing games together. For example, they enjoy playing imaginatively together in the home corner and play shop. They imitate cooking and using the phone and talk about the money in the till. Older children show a sense of responsibility and pride when they play with the baby. They enjoy rolling balls back and forth and making the baby laugh. This also promotes their physical skills well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have attended safeguarding training courses, including those on wider safeguarding issues. They understand the procedures to following if they are concerned about children's welfare or if any allegations are raised. The childminder implements procedures to ensure her assistant is suitable to work with children. For example, she uses appropriate vetting checks, induction, training and regular supervision meetings. The childminder ensures her home is well maintained so that any risks to children are minimised. She keeps accurate records about the children in her care and shares these with parents.

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

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

- extend opportunities for children to select resources and follow their own interests during play, to support their critical-thinking skills and help them to become more independent learners.

## Setting details

<b>Unique reference number</b>	EY563666
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10220117
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 6
<b>Total number of places</b>	9
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Tooting Junction, in the London Borough of Wandsworth. She offers care from 8am to 6pm, Monday to Friday all year round.

## Information about this inspection

### Inspector

Jo Geoghegan

### 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 completed a learning walk of the premises with the childminder, who explained how the areas of her home are used for childminding and the activities she provides to meet children's needs.
- The inspector observed interactions between the childminder, her assistant and children during activities and assessed the impact of teaching on children's learning.
- The inspector sampled a range of required documentation, including children's records and the childminder's qualification certificates.

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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