

# Childminder report

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Inspection date: 23 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy and comfortable in the childminder's welcoming home. The childminder and her assistants are nurturing and caring, which helps children to develop secure and caring bonds with them. Children behave well and play contentedly alongside each other. They understand the expectations for their behaviour and willingly help with tasks, such as tidying up the toys. Older children are very considerate of younger children during activities and enjoy helping them. Children are confident to lead their own learning. They independently choose from a range of resources available to them and make choices in their play. For example, children enjoy dressing up and acting out their different talents, such as swimming or playing in a band.

Children have a positive attitude towards their learning and persevere at new skills. For instance, they spend a long time learning how to use scissors to cut around pictures they have chosen. The childminder and her assistants support children effectively. They offer lots of praise and encouragement as children develop their physical skills. Throughout the COVID-19 pandemic, the childminder has ensured that children have carried on to access a wide variety of interesting activities. For example, children have continued to enjoy yoga, tennis and forest-school sessions to support their physical skills. This has helped them to continue to make good progress in their learning and development.

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

- The childminder plans an ambitious curriculum which is designed to give children a wealth of rich experiences. She works closely with her assistants and they all know exactly what children need to learn next. Children are highly motivated and make good progress. They are ready for their next stage of learning and school.
- The childminder places a strong focus on building children's personal, social and emotional skills. The childminder and her assistants are very sensitive to children's individual needs and implement care routines well. The childminder helps children to settle quickly and feel secure, which promotes their emotional well-being effectively.
- The childminder and her assistants know how to support children in their speech and language development. They listen carefully as young children try out new words and repeat phrases to help them to begin to put words together. The childminder and her assistants introduce new vocabulary to older children, and ask questions to extend their learning and thinking skills. The childminder also supports children who are learning English as an additional language effectively. Children are encouraged to use their home languages in the setting. They enjoy teaching others how to count or say key words.

- The childminder is reflective of her practice and continues to make improvements for the children she cares for. For example, she has recently adapted her communication methods with parents to ensure that they are kept up to date with their children's learning. The childminder keeps her knowledge and skills up to date through research and meeting with other childminders to share good practice. As a result, children benefit from fresh ideas and resources that inspire their learning.
- Parents are complimentary about the childminder and her assistants. They have seen progress in their children's development and comment how happy their children are to attend the setting. Parents value the information and advice they receive about how to support their children's progress at home.
- The childminder supports children's awareness of healthy lifestyles. For instance, she reminds them to wash their hands before mealtimes and manage their own needs. At mealtimes, children are encouraged to be independent as they feed themselves.
- Children develop their early literacy skills during daily activities. For example, all children enjoy listening to stories and join in with telling them. Older children develop good pencil control as they are encouraged to write their own names on their work.
- The childminder and her assistants work well together. She offers support and guidance when needed, and carries out regular meetings and training to further develop their practice.
- The childminder has a good understanding of how children learn. She provides activities based around children's interests and what they need to do next. However, on occasion, the childminder does not organise some activities as effectively as possible to include the youngest children's interests and abilities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibility to keep children safe. They know how to recognise the signs of abuse and neglect, and what to do if they become concerned about a child's welfare. The childminder and her assistants have a secure understanding of a range of safeguarding issues, including the risks that children may face from radicalisation or domestic violence. The childminder knows the procedure to follow if there is an allegation about herself or another household member. She also checks her home each day, to remove or minimise any potential hazards.

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

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

- review the organisation of some activities to reflect the needs of all children.

## Setting details

<b>Unique reference number</b>	EY404833
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10074402
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	9
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	15 March 2016

## Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Wandsworth. She operates during term time from 9.15am until 3.15pm, Monday to Friday. The childminder works with assistants. She provides early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Becky Phillips

### 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 inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder, her assistants and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision, and about how she uses the premises to care for children's well-being and safety.
- A range of documentation was sampled, including training and insurance certificates.
- The inspector spoke with parents to gain their views of the childminder's provision.

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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