

Childminder report

Inspection date: 15 June 2022

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

The provision is good

Children are confident and happy in the childminder's well-organised home. They settle quickly and are excited to see the childminder. Children have access to a wide range of resources that they confidently choose from. The childminder has planned the activities carefully. Children take part in activities that build on their interests and knowledge and take account of what they should learn next.

Children engage in meaningful experiences to understand the natural world. They are eager to talk about what they have grown in the garden. Children proudly remember the names of the strawberries and tomatoes. Children enjoy the feel of the ice in the water tray and talk about the fish that live in cold water. Children have good opportunities to develop their physical skills and play in the fresh air. They develop their strength and stamina as they ride and race in their 'cars'. Older children manoeuvre with skill, younger children are learning to travel forwards.

Children successfully lay the table for lunch and relish the responsibility. The childminder has high expectations of all children. She is a positive role model and has a consistently warm, caring approach. Children behave well and are polite. Close relationships are evident. Children happily play cooperatively, and older children enjoy helping younger children.

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

- The childminder takes every opportunity to support children's growing vocabulary. They learn words such as dolphin and octopus during the 'Under the Sea' themed activity. The childminder converses with the children in their home language. This helps to promote their communication and language skills and strengthens children's sense of their own identity.
- The childminder routinely reads stories to children, and they have access to a good selection of books. Children's enjoyment and engagement is enhanced when the childminder uses finger puppets to tell the story. Children are learning to use sign language to support their communication skills.
- The childminder sensitively responds to children's emotional needs. She helps children to understand and manage their own feelings. For example, the childminder shows children visual facial expressions to recognise and talk about the emotions they represent. Children start to relate these to their own feelings and well-being.
- Children enjoy learning about volume and capacity as they fill their containers in the sand tray. They play games that help them to size order and learn words, such as bigger and smaller. They match the number of objects to the corresponding numeral. However, the childminder does not consistently use opportunities that arise naturally through play and routines, to further develop

children's understanding of counting.

- The childminder clearly enjoys her role. She works with a co-childminder, which supports her to share ideas and monitor the effectiveness of the setting. They complement each other and share tasks to ensure the smooth running of their service. This also means children have continual attention.
- Parents speak highly of the care their child receives while with the childminder. They comment their children's language and independence is developing well. They value the advice the childminder gives them about supporting their child's learning and development at home. Parents comment on the childminder's patience and kindness.
- The childminder completes mandatory training and is continuing to access additional training to strengthen her existing knowledge and skills. For example, she has completed training to enhance partnerships and to extend children's learning. She has also attended training to improve her knowledge of safeguarding.
- The childminder works in close partnership with parents and other settings children attend. She shares information about children's learning to promote consistency. The childminder further supports partnerships by accompanying the parent at the other setting's parent's meeting.
- Children's good health is well promoted. The childminder supports them to make healthy choices when buying food in the shop. Children confidently cut up the fruit and vegetables for snack time and enjoy nutritious home-made meals. Children learn to wash their hands appropriately and sing songs about the benefit of brushing their teeth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her safeguarding knowledge since the last inspection. She knows the signs and symptoms of a child at risk. She understands wider safeguarding issues, such as female genital mutilation. The childminder understands the reporting procedures to follow if concerned about a child's welfare. She confidently demonstrates her knowledge of what to do if an allegation was made against an adult on the premises. She has robust systems in place to safeguard children. For example, she has thorough risk assessments and fire safety logs. The childminder is vigilant, this ensures children are well supervised.

What does the setting need to do to improve?

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

- strengthen opportunities for children to develop their understanding of counting through play and everyday routines.

Setting details

Unique reference number	EY408530
Local authority	Wandsworth
Inspection number	10225581
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 15
Total number of places	12
Number of children on roll	6
Date of previous inspection	14 January 2022

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Wandsworth. She works with a co-childminder and, occasionally, uses her assistant. The childminder offers her service from 7am until 8pm, Monday to Saturday, all year round. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector her home and discussed her risk assessment and curriculum.
- The inspector observed interactions between the childminders and the children and considered the impact on learning.
- The inspector spoke to parents and took account of their views.
- The childminder shared a sample of documents with the inspector. This included evidence of training and suitability of those living on the premises.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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