

Childminder report

Inspection date: 27 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have strong relationships with the caring childminder. Younger children seek her when they are tired and ask for cuddles. Children demonstrate they feel safe and secure. They smile and laugh as the childminder joins in activities with them. For example, when children show an interest in the musical instruments, the childminder joins them to sing songs. Children engage well as they join in the actions with her. Children are motivated to learn during these interactions.

Children explore the childminder's home confidently. When they arrive, the childminder supports them to take off their shoes and they rush to see the activities and toys on offer. Children learn about the local community as they go on regular trips with the childminder, such as local parks and zoo, where they learn about nature and different animals. These real-life experiences help children to learn about the world. The childminder helps children to start to learn ways to keep themselves safe. For example, on trips children understand to stay close to the childminder. Children listen well to the childminder and their behaviour is good.

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

- The childminder gets to know the children well when they start to attend. She gains useful information from parents about what children know and can do. This enables her to identify children's starting points in learning from the outset. She observes children to find out what interests them and what they can do. This helps her to plan a curriculum, so that children build on their skills. All children make progress from their start points.
- The childminder links activities to children's interests and their preferences. She recognises that young children enjoy throwing and allows them to continue with this play. However, she has not considered even more ways to support children's exploratory impulses further during play.
- The childminder supports children's communication and language skills well. She enthusiastically engages in conversation and supports children to communicate with her. Books and stories help to develop children's language and questions are woven into the teaching by the childminder. Children enjoy singing songs and using musical instruments with the childminder.
- The childminder introduces early mathematical concepts into everyday activities. Children learn to count, as she introduces mathematical language as they find coloured balls in the sand. She talks to the children about how tall they can build the tower of blocks.
- The childminder supports children's imaginative skills. She joins children as they role play in the kitchen area, encouraging them to make a bottle for the baby and selling ice cream, while others are using diggers and other construction vehicles to move objects around.

- The childminder organises her environment to enable children to access resources independently in their play and learning. However, she does not consistently encourage children to be independent during daily routines. For example, the childminder prepares all snacks for the children and does not encourage children to practise their own self-care skills.
- The childminder recognises when children become hungry or tired. She provides spaces for quiet rest and is quick to organise food for snack and lunchtime. The childminder is respectful and sensitive when undertaking nappy changes. She talks gently to the children and praises them when they lie still. This supports children's emotional development and helps them to understand what is expected of them.
- The childminder works closely with parents. She knows the children and their families well. Parents report positively about their children's experiences with the childminder. They appreciate that the childminder provides them with information to support their child's learning at home.
- The childminder is keen to continue with professional development to enhance her knowledge and skills. She ensures all mandatory training is undertaken. She independently researches information and seeks advice from professionals and colleagues. She has enabled her to form professional relationships with other childminders to discuss good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She understands the signs and symptoms which indicate abuse. The childminder has a clear safeguarding policy and procedure in place to follow up any concerns and to contact the relevant professionals. The childminder is confident of the procedures to follow, should she have any concerns about a child's welfare. This includes if an allegation is made against herself or a household member. The childminder regularly reads information sent from the local authority to check for any safeguarding updates. She completes thorough risk assessments for her home to ensure children play in a safe and suitable environment.

What does the setting need to do to improve?

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

- plan further ways to support children's natural desires to explore and investigate during play
- support children to develop their independence and self-care skills during everyday routines.

Setting details

Unique reference number	2520302
Local authority	Wandsworth
Inspection number	10215009
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. The childminder lives in the London Borough of Wandsworth. She operates Monday to Friday, 7.30am to 6pm all year round except for family holidays. The childminder offered funding for children aged three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This is 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 childminder and inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the areas used for childcare purposes. The inspector observed care routines and the activities taking place.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and sampled written feedback to gather their views.
- The inspector looked at a range of documentation, such as evidence of childminder's suitability and her first-aid qualification.

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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