

# Childminder report

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Inspection date: 13 July 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 develop a close relationship with the childminder and go to her for support. The childminder is attentive and responsive to children's needs and interacts with them warmly. This helps children to feel safe and secure. They learn to manage their feelings with support from the childminder. Her skilful interaction and gentle and calm nature help children to behave well. The childminder assesses where the children are in their learning and development to plan for their next steps in learning. Children get the support they need when any gaps in their learning are identified. This promotes their growing knowledge well. Children enjoy activities that encourage them to strengthen their fingers and use their imagination. For example, they swirl their fingers around in the yoghurt play and make marks with different objects. They cuddle their 'babies' and push them confidently around in their buggies. Children's language development is promoted when they eagerly join in with action rhymes and are learning new words. They develop pride and confidence through the childminder's significant positive encouragement. The childminder is sensitive to children's moods and successfully meets their individual needs. Children make good progress.

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

- The childminder reflects on and evaluates her practice. This helps her to improve. She has recently attended training in food hygiene and safeguarding to update her knowledge. She has changed the way she stores her play resources to ensure children can more easily make choices in their play. The childminder completes research to find out how to best support individual children's language development. She has plans to develop her knowledge in this area. Overall, the childminder promotes children's communication and language skills well.
- The childminder wants children to develop a love of books and reading. She has a good range of books available. They are well presented in an inviting cosy corner. However, children do not always access books independently or readily engage with the stories read to them.
- Children learn about volume and capacity as they pour water into different sized containers. They count during everyday routines and during play. For example, they count the steps they climb before moving down the slide.
- Parents speak highly of the childminder, who they describe as 'friendly, outgoing and approachable'. Parents feel well informed about their children's progress and appreciate the effective communication systems. The childminder supports parents with their child's progress at home. For example, sharing ideas to develop confidence and good sleep patterns.
- Children benefit from daily trips to their local community. They regularly attend stay and play groups which supports their social skills and wider knowledge of

the world. The childminder helps children to understand current events. For example, they recently visited the changing of the guard.

- Children develop good physical needs. They enjoy playing in the fresh air and love to go on a 'bear hunt' in local parks. They are skilled at kicking a ball. The childminder takes them to soft play centres to challenge their physical skills.
- Children's health is well supported. They are offered a good range of healthy meals and snacks. The childminder reminds children to take regular drinks. Children learn to wash their hands. They have comfortable places to rest, and the childminder checks on sleeping children regularly.
- The childminder knows the children well. She observes the children and talks to the parents to track their ongoing progress. She ensures she understands the children's previous experiences to tailor their current needs. She works with parents to narrow gaps in children's learning and development. This promotes children's good progress.
- The childminder supports children's independence. They use a spoon carefully when they eat their meals. They independently select toys that they want to play with. They confidently tell the childminder what they need. Children are happy, secure and eager to play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and wider safeguarding issues. She is clear about her role and responsibilities to safeguard children. She understands the local procedures to follow if she needs to seek further help or report any concerns. The childminder supervises children well and minimises any potential risks. For example, using safety gates to prevent children's access to some areas of the home. The childminder provides a safe and secure environment for children.

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

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

- consider ways to capture children's interest in books to support them to develop a love of reading.

## Setting details

<b>Unique reference number</b>	2534518
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10221455
<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>	1 to 1
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in the London borough of Wandsworth. She offers her service from 8.30am until 5.30pm, Monday to Friday, all year round. The childminder holds a relevant childcare qualification.

## Information about this inspection

### Inspector

Denys Rasmussen

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 interactions between the childminder and the children and considered the impact on learning.
- The childminder shared a sample of documents with the inspector. This included evidence of training.
- The inspector spoke to parents and took account of their views.
- The childminder showed the inspector her home and discussed her risk assessment and learning environment.

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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