

# Childminder report

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Inspection date: 11 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

Children are cared for in a warm, welcoming, safe environment. They form strong bonds with the childminder. Young children seek her out for reassurance. They have cuddles when they are unsure and are keen to have her celebrate their achievements. New children complete a settling-in period to help them feel at ease and to settle quickly. The childminder has high expectations for every child, overall. Children make good progress in relation to their starting points and develop skills which support their future learning.

Children behave exceptionally well. They are happy and receive clear messages of what is expected of them. Young children show high levels of compassion and care. For instance, they gently provide drinks for the dolls and change their nappies with the childminder's support. Children enjoy exploring role play activities and using their imagination. They create a wonderful range of 'tasty dishes' with pretend fruits and vegetables as they watch the childminder prepare their lunch. Children have daily opportunities to develop their physical skills. They go on daily trips and walks in their local community to parks and the common. Children have tremendous fun accessing the fixed equipment, such as slides and swings.

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

- The childminder plans a range of activities to help support young children's small physical skills. Young children confidently use their fingers to pull play dough apart and to feed it into play dough moulds. They develop their early writing skills as they use felt-tip pens to create marks that turn into colourful works of art.
- The childminder uses her observations of children's achievements well, overall, to know what they can do and how she can plan for their next stages of development.
- Children's language skills are fostered well. They regularly share books, sing songs and are encouraged to talk about different things as they engage in play. The childminder helps children to extend their speech by asking effective questions and promoting children's home language. For instance, she asks the children if they need 'aqua' for water in Italian and helps them to count in Spanish. This supports children to become skilful and confident communicators.
- The childminder is proactive in promoting children's mathematical development. She introduces mathematical concepts into activities, such as making shapes out of play dough. The childminder encourages children to problem-solve as they access puzzles.
- Young children learn about the importance of a healthy lifestyle daily. They wash their hands regularly and understand the routine for doing this before food. Children benefit from a variety of healthy meals and snacks throughout the day,

such as wholemeal toast, hummus, sweet peppers and cucumbers. They have access to their individual water bottles to manage their own hydration levels.

- The childminder completes mandatory training. However, she has not considered researching training opportunities to enhance her curriculum and teaching skills to the highest level.
- Partnerships with parents are good. The childminder regularly shares information with parents about the progress that their children make. She suggests ways in which they can support learning at home. This helps to promote consistency in children's learning
- The childminder has a wide selection of books, toys and resources that reflect positive images of diversity. Children have daily opportunities to celebrate and acknowledge their own unique qualities. For instance, they learn about the different faiths and cultures as they celebrate a range of special days throughout the year.
- Children and parents contribute to the childminder's evaluation of her setting. She uses the information gathered to help her see where improvements and changes can be made. Parents speak highly of the childminder. They say, 'She is an exceptional dedicated childminder. She plans a variety of different activities to support and enhance children's development.'

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her child protection training. She has a good understanding of wider safeguarding concerns, including how to protect children online and those at risk of exposure to extreme behaviours. The childminder is confident about who she would contact to seek advice or to report child protection issues. Children's safety is given good priority. The childminder supervises children well and makes regular risk assessments to ensure the home and equipment are safe. She helps children to understand how to keep themselves safe, such as making sure they are strapped into their high chair at mealtimes.

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

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

- seek further ways to extend professional knowledge to help raise the quality of education to the highest level.

## Setting details

<b>Unique reference number</b>	EY250349
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10138243
<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 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	14 January 2016

## Information about this early years setting

The childminder registered in 2003. She lives in Balham, in the London Borough of Wandsworth. She offers care all day, from Monday to Friday, all year round.

## Information about this inspection

**Inspector**  
Trisha Edward

## 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 childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and the inspector completed a joint observation together.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including those relating to the suitability of the adults living on the premises, insurance and registers.
- The inspector took account of parents' written feedback as part of the inspection process.

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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