

Childminder report

Inspection date: 10 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident and secure at the setting. The childminder provides a caring and warm environment, which is inviting and very well resourced. The children have strong bonds with her and are keen to learn. They readily go to the childminder if they need reassurance.

Children play, explore and experience a range of activities at the setting. For instance, they take part in science experiments using different colours, explore unfamiliar textures with a variety of implements and use different-sized vessels as they play with coloured rice. This ensures that children acquire good knowledge and skills as they grow and develop and they are well prepared for their next stage of learning.

Children look at different books with excitement and choose one after the other. They turn the pages and become engrossed in the stories. This supports their early literacy skills.

The childminder builds children's confidence and self-esteem through encouragement and praise when they succeed. This encourages children to persevere as they try out a new activity. Children are very well behaved and the childminder is a good role model. They learn to listen, follow simple instructions and respect their environment.

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

- The childminder plans and organises a broad curriculum. She knows the children well, and plans for their learning according to their interests and what they need to learn next. For example, the childminder knows that children love waterplay. She asks children to choose items they want to play with to enhance their learning. As a result, children make good progress from their starting points.
- Occasionally, the childminder does not further develop children's critical thinking skills by encouraging them to think for themselves. For instance, she tells children to throw the largest toy into the water if they want to make a big splash. As a result, children are not able to test their own theories.
- Children make very good progress in communication and language. Young children ask questions and are confident to express their wants and needs. The childminder skilfully introduces new vocabulary as she engages with them. For instance, they learn words like 'gloopy' and 'giant'. She gives them a narrative as they play and talks to children to encourage them to engage in a two-way conversation.
- The childminder uses opportunities throughout the day to support children's mathematical development. She models counting and encourages children to

join in. She introduces children to mathematical language as they play. For example, she uses words like 'full' and 'empty'. This helps children build on their counting skills and they begin to develop an understanding of mathematical concepts.

- The childminder helps children learn about what makes them unique. She learns words in home languages, invites family members in to read stories and celebrates festivals with children that reflect their backgrounds. This raises their self-esteem and helps them to feel welcome at the setting.
- The childminder uses the local environment to enhance children's learning experiences. Children regularly go on trips to the local library, parks, playgroups and music groups. These activities allow children to play with other children of a similar age and build their confidence in larger social environments.
- Children's independence and self-help skills are very well supported by the childminder. They learn how to wash their hands, take off their shoes and butter their own bread. Children are willing to have a go and develop good independence skills.
- Partnerships with parents are very positive. The childminder involves parents in their children's learning and assessment from the start and gives regular feedback about the progress they are making. Parents say that their children are very happy with the childminder and that they are delighted that children learn about different cultures.
- The childminder has a very good understanding of the importance of her professional development and that of her assistant. She is aware of the impact it has on the quality of care and education she provides to the children. The childminder participates in appropriate courses to help her to embed her practice. For example, training about children's mental health, effective teaching and planning and messy play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date through regular training. She is very experienced and fully understands the signs that may indicate a child is at risk of harm. She is confident in her ability to identify and report concerns to other agencies, if required. The childminder is meticulous about keeping children safe outside the setting. Children wear luminous jackets, wristbands with contact details and small trackers that are linked to the childminder's phone. Children learn how to keep themselves when they are out and about. For example, the childminder teaches them to hold onto the pushchair at all times.

What does the setting need to do to improve?

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

- consistently develop children's critical thinking skills by encouraging them to think for themselves.

Setting details

Unique reference number	EY483129
Local authority	Wandsworth
Inspection number	10231946
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 8
Total number of places	4
Number of children on roll	7
Date of previous inspection	12 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Tooting, in the London Borough of Wandsworth. The childminder offers her service all year round from 8am to 6pm, Monday to Thursday. She holds a childcare qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Jacque Brown

Inspection activities

- This is the first routine inspection the setting has 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 took the inspector on a learning walk around the setting.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation, on request.
- The inspector observed the interactions between the childminder and children and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.

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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