

Childminder report

Inspection date: 3 August 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 settle well. They develop warm and trusting bonds with the childminder. The childminder gives constant support and reassurance to children who are wary of visitors. This helps children to feel safe and secure in her care. The childminder develops effective partnerships with parents. She provides an effective and flexible settling-in period, which allows children to become familiar with the childminder and her setting in their own time. The childminder gathers information about children's interests and abilities. She has good knowledge of children's individual needs. This helps the childminder to develop her curriculum around the children in her care.

Children benefit from good interactions with the childminder. She joins children during activities and demonstrates different actions. For example, the childminder models scooping sand and children follow her actions. Children behave well. The childminder supports children to understand how to share and take turns. She gives them lots of praise for their achievements. This helps children to develop their confidence and social skills. Children who are shy or less confident have made progress from their starting points in learning. The childminder supports children by planning small-group activities and attending places that will help to develop their social skills, such as the shops or the park. She responds immediately when children become upset and identifies why. The childminder comforts them and reassures them until they are happy again.

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

- The childminder plans her curriculum effectively to meet the individual needs of the children in her care. She provides a good balance of child-led and adult-led activities, which incorporate children's interests and are based on their next steps in learning.
- The childminder provides children with a wide range of experiences that cover the seven areas of learning. She provides activities that motivate children and encourage them to explore and investigate in their play. For example, when children play with water, they explore a range of resources that float and sink, including foil boats which they have made previously.
- Children develop their fine-motor skills and writing skills during different mark-making opportunities, such as drawing with crayons and painting with natural materials, using twigs and stems as paintbrushes.
- The childminder provides opportunities for children to hear words to help their language development. She sings, reads books and speaks clearly. The childminder introduces new words by naming things such as objects and colours. However, the childminder does not consistently use the correct terminology when speaking to children. For example, she sometimes uses 'baby' language.

- The childminder asks children to recall information, such as colours and objects, to encourage them to speak. However, at times, this can interrupt children's learning and impact on some children's confidence, who may be reluctant to speak.
- The childminder promotes healthy lifestyles to children. She provides children with healthy and nutritious meals and snacks. Children are given many opportunities to be physically active outdoors. This supports children's physical development and well-being.
- Children learn good hygiene routines, such as washing their hands before meals. The childminder talks to children about why they wash their hands, while supporting them at the sink. She teaches children about good oral health with a range of resources and discussions about which food is good for them.
- Children are encouraged to be independent and follow good hygiene routines. They wash their own hands and learn the skills to start putting on their own shoes. Children put away their belongings and tidy up after playing. They are given choices throughout the day. For example, children choose what they would like for breakfast, and what they want to play with from a wide range of resources.
- Children learn about people and cultures through a range of diverse resources and various celebrations, particularly those celebrated by the children who attend her setting. For instance, children make flags to mark Greek Independence Day. Children learn about different countries through carefully planned activities with the childminder. For instance, children make passports and focus on different countries. They learn about some differences between countries, such as food, music and clothes.
- The childminder works in partnership with parents and external agencies to meet the needs of children. For instance, she speaks with parents to plan a consistent approach and liaises with other professionals, such as speech therapists. This good practice helps children to make progress in their development.
- The childminder is committed to her continuous professional development. She regularly completes training to further extend her knowledge and to provide good outcomes for children. The childminder identifies areas to develop and researches strategies and training to support this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe. She knows how to identify the signs and symptoms of abuse. The childminder is confident to report any concerns she may have about a child in her care to the local safeguarding partnership. She keeps up to date with child protection information through the local authority and training. The childminder is aware of a range of safeguarding issues, such as abuse linked to faith and belief. She keeps her premises clean and safe, and conducts daily risk assessments.

What does the setting need to do to improve?

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

- use correct words and terms when speaking to children, to enhance children's language development
- consider when is most appropriate to support children's play through questioning, in order to not interrupt their learning.

Setting details

Unique reference number	2516235
Local authority	Wandsworth
Inspection number	10214989
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Wandsworth. The childminder provides care all year round, from 8am to 6pm, Monday to Wednesday.

Information about this inspection

Inspector
Katie Smith

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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

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