

# Childminder report

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Inspection date: 11 August 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	Requires improvement

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

### The provision is good

Children are happy, secure and confident in the childminder's home. Even babies new to the setting, after being reassured and comforted, start to become inquisitive and want to explore. Following his last inspection, the childminder has developed the learning environment and now provides a well-organised provision, in which children can make choices and soon become engaged. For example, they develop their imagination and understanding of numbers and early writing skills, as they enjoy role play running an ice-cream parlour. The childminder engages all children according to their age and stages of development. For example, older children write the orders, and young children hear new words and numbers as the customers. Babies develop their physical skills as they hold the toy ice creams and pull themselves up to the counter. Children embed their knowledge as adults support them in making links and recalling previous learning. For example, stories about shops help them to remember their earlier role play. Older children recall where they saw a snorkel and what it is used for. They recognise letters and numbers, even when they are not the correct way up. Children make good progress, preparing them well for school.

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

- Since his last inspection, the childminder has sought help and training to improve his practice. He now plans effectively with the purpose of supporting children's next stages of development. He knows the children well and, working successfully with his co-minder, they now consider what they intend children to learn from the activities. For example, children learn shapes and colours, solve problems and gain an understanding of the world as they paint with ice. However, on occasions, the childminder misses impromptu opportunities to extend children's next stages as they play.
- Children learning English as an additional language have good opportunities to speak to the childminder in their home language. This gives them a sense of belonging and aids communication. The childminder talks to children, supporting their English language. Children enjoy stories, which helps to develop their concentration, listening skills and vocabulary. For example, they learn that a fruit and vegetable shop is called a greengrocer.
- The childminder enables children to become competent in their self-care skills and manage age-appropriate tasks. For example, they peel and chop fruit for their snack; older children even manage apples. Children choose whether to play indoors or outdoors and put their shoes on and off. Older children independently use the toilet. Babies learn to use a cup and feed themselves.
- Children gain an important understanding of healthy practices. For example, they remove their shoes and wash their hands on arrival, and after being outside. They have paper towels to prevent cross-contamination. The

childminder was a chef and provides nutritional balanced meals. Children understand about healthy eating and have activities to learn about caring for their teeth. However, the childminder does not use all opportunities, as they arise, to remind children of good oral care.

- There are good relationships between children and the adults. Children behave well and learn to show each other respect. For example, older children know to wait and listen when younger children are asked a question. They have a good understanding that the younger ones are learning and need to answer for themselves. Children share and help each other.
- The childminder is a kind and gentle playmate, providing a positive role model. However, occasionally, he does not notice babies' non-verbal communications and distracts them from their focus. For example, when they show fascination with the sounds they can hear outdoors, the childminder distracts them to show an interest in the sandpit.
- Partnerships with parents are strong. Parents confirm how much their children enjoy going to the childminder's home and how well they are developing. They comment on the effective sharing of information and how they can support learning at home. Parents suggest that the adults go above and beyond, and it is clear it is not just a job to them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder continues to update and embed his safeguarding knowledge through regular training. He has a good understanding of child protection, including wider aspects. The childminder confidently explains what he would do if he had any concerns and who he would report them to, including his whistle-blowing procedures. The childminder understands the importance of recording children's attendance and keeping records of any injuries. The childminder knows how to assess risks on his property and for outings. He provides good supervision and works well with his co-minder and their assistant to keep children safe and meet their needs.

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

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

- make full use of all opportunities to challenge children's next steps of learning further for them to make even greater progress
- increase awareness of noticing babies' non-verbal communication, to motivate their learning even more
- help children to develop an even greater awareness of oral health.

## Setting details

<b>Unique reference number</b>	EY444694
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10149878
<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 15
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	6 March 2020

## Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Wandsworth. He provides care from 7.30am until 7pm, Monday to Friday, all year round. The childminder holds an appropriate early years qualification at level 3. He works with a co-childminder and her assistant.

## Information about this inspection

### Inspector

Elaine Douglas

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder discussed his curriculum intent, and the inspector observed the quality of education and assessed the effectiveness of safeguarding and care procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector read feedback left by parents for the inspection and spoke with the children and took account of their views.

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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