

# Childminder report

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Inspection date:

13 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children have warm, happy relationships with the childminder. The childminder ensures that children settle well in her care by keeping familiar routines. She values each child highly. Children behave well. The childminder takes a positive approach to managing children's behaviour. For example, she praises them when they act in positive ways. The childminder has high expectations of children.

Children enjoy a broad variety of activities. They gain good mathematical skills. For example, the childminder teaches children the names of different shapes as they sort and match shapes. Children practise their counting skills as they place play people into toy carriages. Children learn to share and to take turns well. They share food at snack time and take turns to play with different toys. Children have good physical skills. For instance, babies learn to crawl through tunnels and to pull themselves up. Older children run steadily and balance and climb well.

Children have a good understanding of differences. The childminder prepares meals for children from different countries. She discusses special cultural or religious festivals with children. All children have equal access to all the toys and resources to promote best outcomes. The curriculum is stimulating and linked to children's interests. Children learn valuable skills in preparation for school.

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

- The childminder offers thoughtfully prepared activities. She considers children's skills when preparing activities and ensures that they are suitably challenged. Children make good progress.
- Children have good communication and language skills. The childminder reads a wide range of stories to children, and responds to their comments and questions well. She teaches children new words as she sings different action nursery rhymes and songs.
- Children are able to do things for themselves. For example, older children help to prepare fruit snacks and pour their own drinks. Younger children learn to feed themselves. All children help to tidy up after play sessions.
- Children have a good attitude to their learning. They concentrate well and persevere with tasks. Children are confident and motivated to learn.
- The childminder supports children's creative development effectively. Children enjoy drawing pictures using chalks, crayons and pencils. They explore different textures, such as paint, play dough and natural materials.
- Children gain good musical skills. For instance, the childminder plays different musical instruments with children where they explore different types of sounds and rhythms.
- Children have good understanding of the world. For example, the childminder

takes children out to visit and explore local woodlands. She teaches them the names of different animals they see, such as squirrels. The childminder plants and grows vegetables with children. She teaches them about where food comes from and how things grow.

- Children gain good understanding of their feelings. The childminder sings songs about different emotions with children. She teaches them how to recognise different feelings and asks children how they are each day.
- The childminder works well with parents. For instance, she works in partnership with parents to positively promote children's behaviour. The childminder gives parents regular updates on their children's progress.
- The childminder regularly reflects on her practice. She considers ways to build ongoing improvements to promote best outcomes for children.
- The childminder keeps her skills and knowledge up to date. For instance, she reads articles covering different aspects of early years matters. The childminder meets with other childminders to exchange ideas on good practice.
- Children act in safe ways. The childminder teaches them about road safety and they act with care and caution when walking outdoors. Children use stairs carefully and walk indoors to reduce the risk of accidents.
- The childminder has begun to support children's understanding of oral hygiene. However, this has not been fully developed to promote the best outcomes for children.
- The childminder provides healthy meals and snacks for children. However, she does not support children's understanding of the benefits of eating nutritious food.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder views children's safety with high importance. She knows what to look out for that might indicate that a child is at risk of abuse. The childminder is familiar with the procedures to follow to report her concerns and to protect children from harm. She knows the signs that might show that a child is at risk of exposure to extreme behaviour or ideas. The childminder understands how to report her concerns to the relevant agencies to keep children safe. She maintains a safe, clean home. The childminder minimises risks of hazards to children by checking all parts of her home regularly.

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

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

- strengthen children's awareness of good oral hygiene further
- help children to gain an understanding of eating well.

## Setting details

<b>Unique reference number</b>	EY378819
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10231777
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	13 September 2016

## Information about this early years setting

The childminder registered in 2008. She lives in Roehampton, in the London Borough of Wandsworth. The childminder provides care for children during term time from 7am to 5pm, Monday to Thursday. She provides early funded education for children aged two, three and four years. The childminder holds early years teacher status.

## Information about this inspection

### Inspector

Jenny Beckles

## 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 setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interactions between the childminder and children, and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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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