

Childminder report

Inspection date:

20 September 2022

Overall effectiveness	Good
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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

Met

What is it like to attend this early years setting?

The provision is good

Children are happy and are cared for in a home-from-home environment. The childminder's effective settling-in procedures support her to get to know children and their families well. She gains information to help her to plan an interesting and age-appropriate curriculum. This encourages children to transition with ease and feel safe, and ready to learn from their first day. Children behave well. The childminder is a good role model and implements house rules. This helps children to share, and to treat each other with kindness and consideration. Children have good levels of self-esteem, as they are provided with ample praise and encouragement to persevere and succeed.

Young children who have an interest in books enjoy listening to stories and exploring sensory books. They use their hands to explore the textures, which sparks their curiosity at the sounds that they create. The childminder has high expectations for every child. Children are introduced to new words and concepts as they listen to stories and songs. They have access to props to help deepen their understanding of the words that they are hearing. For instance, as young children listen to a number song about a fish, they have fun playing with the colourful fish props.

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

- Children's knowledge of early mathematical concepts is promoted well by the childminder at every opportunity. She sings number songs and counts the stacking cups as she stacks them up. Young children show delight as they knock them down one by one, while the childminder cheers them on. They explore their creativity as they use drums and bells to create a range of sounds and rhymes. Children enthusiastically move their bodies as they dance to the sounds which they create.
- The childminder skilfully joins in with children's chosen play to support their learning and enjoyment. Young children's curiosity is encouraged as they learn how things work when using interactive toys. They pull levers and press buttons to create a range of sounds and lights as they watch in amazement. The childminder sits close by on the floor, providing lots of verbal praise, eye contact, smiles and reassurance. This supports children's emotional well-being and confidence.
- Children are inspired to learn to do things for themselves. The childminder assists young children's emerging independence as she provides them with their own spoon at lunchtime. This gives them the opportunity to explore the spoon with their mouth and hands as the childminder feeds them in a high chair.
- The childminder understands her role in implementing the seven areas of learning in the home and when on outings. She is enthusiastic about providing

children with the skills which they need for their future learning and eventual move on to school. The childminder knows how to assess children's development. She plans meaningful experiences to support children's ongoing progress. Partnerships with parents are good. The childminder keeps them informed about their child's daily experiences and progress.

- The childminder evaluates and reflects on her activities and practice daily. She talks to parents to obtain their feedback to help her to drive improvement. The childminder attends mandatory training. However, she has not considered identifying professional development opportunities to extend and refresh her teaching skills and the curriculum further.
- The childminder provides children with lots of opportunities to develop their social skills and mix with other children of similar ages. Children visit local playgroups and the library for singing and story sessions.
- Children's physical development is actively supported. The childminder encourages them to be physically active through visits to the park to access fresh air and large fixed equipment. Young children strengthen their emerging walking skills as they pull themselves up using the sofa.
- Children are supported effectively by the childminder to lead healthy lifestyles. She ensures that they follow good hygiene routines, such as cleaning their hands before mealtimes and promoting oral health with toothbrushing. The childminder safely refrigerates and heats meals provided by parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her responsibilities to safeguard children. She knows the signs and symptoms which may indicate a child is at risk of harm. The childminder regularly completes training to update her knowledge of child protection. For example, she has refreshed her knowledge of female genital mutilation and radicalisation. The childminder carries out daily risk assessments of the premises before children arrive to make sure that hazards are identified and minimised. This helps to promote children's safety and well-being.

What does the setting need to do to improve?

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

- strengthen professional development to raise the quality of education to an even higher level.

Setting details

Unique reference number	EY351094
Local authority	Wandsworth
Inspection number	10120066
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	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	10 March 2015

Information about this early years setting

The childminder registered in 2006. She lives in Battersea, located in the London Borough of Wandsworth. The childminder offers care all year round from 8.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector and childminder conducted a learning walk of the areas of home used for childminding. They discussed how the childminder organises her setting and plans the curriculum and experiences 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 childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector took account of the verbal feedback from parents.

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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