

# Childminder report

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Inspection date: 18 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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, relaxed and feel at home. The childminder is playful and attentive to children's individual needs. She provides lots of fun, cuddles and encouragement. There are a range of activities to explore throughout the day and children join in enthusiastically with singing and story times.

Children enjoy healthy meals and snacks, including a variety of fruits and vegetables, and learn to feed themselves using cutlery. They benefit from daily visits to the local park, where they have opportunities to explore the natural environment and develop their physical abilities.

The childminder plans a flexible curriculum that meets children's individual needs to ensure they make good progress in her care. Children enjoy attending a local playgroup, where they learn to socialise with other children.

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

- Parents speak highly of the childminder and report that their children are always happy to see her. Partnership with parents is very good and parents feel well informed about their child's day, what activities they are doing and how they are progressing. Settling-in procedures help children to get to know the childminder and feel comfortable in her home. This means children feel safe and secure here.
- Children's individual needs are met well. The childminder gathers information from parents before children start. She follows home routines as closely as possible. Children settle down quickly for naps in a cosy cot in the bedroom. The childminder teaches children about healthy eating by talking about the nutritious food she provides. However, she has not yet considered how to include teaching children about oral hygiene and how to look after their teeth.
- Children are motivated to learn and spend long periods of time with activities that interest them. They develop their own ideas and new skills with the help of the childminder. For example, the childminder skilfully teaches young children to put the straws into a bottle, developing their hand-eye coordination. Children are deeply engrossed in this activity and return to it independently to practise their skills. These repeated activities help children to progress their ideas and develop their thinking and abilities.
- The childminder knows children's developmental needs well and regularly assesses their progress. She provides activities that follow children's interests and builds on their learning. She gauges when they are ready for new ideas and challenges. For example, where a baby is interested in playing peekaboo, she introduces a tunnel for them to crawl into to extend the game.
- There is good support for young children's emerging language. The childminder

talks to children about what they are doing and responds to their facial expressions and gestures. Young children babble happily in their play and make attempts at first words and sounds, such as 'more' and 'uh-oh'. Children who speak English as an additional language are well supported. The childminder speaks French and uses both English and French in her conversations with French-speaking children. For children who speak other languages, she gathers key words from parents to help children feel understood.

- The childminder has not followed procedures to inform Ofsted of changes in household members. She acknowledged that she had overlooked this requirement and has taken immediate steps to address this. This does not have a significant impact on the care or safety of the children in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of the risks to children's welfare and her responsibility to report any concerns that a child may be experiencing abuse or neglect. This includes consideration of helping children understand how to keep themselves safe online and when out in the community. There are robust risk assessments in place. The childminder has paediatric first-aid training and knows how to respond in an emergency. This ensures children are kept safe.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure Ofsted are notified of all household members.	19/10/2022

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

- strengthen knowledge of current guidance for oral health and review provision for teaching children about oral hygiene.

## Setting details

<b>Unique reference number</b>	EY416400
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10235463
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	2 November 2016

## Information about this early years setting

The childminder registered in 2012. She lives in the London Borough of Wandsworth. The childminder lives on the first floor of a block of flats, with no lift access. She operates Monday to Friday, all day, throughout the year.

## Information about this inspection

### Inspector

Kyrstie Gennoe

### 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 spoke to parents about their views of the childminder.
- The childminder spoke to the inspector about children's learning and development and how she assesses progress.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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