

Childminder report

Inspection date: 28 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder creates a home-from-home environment for the children in her care. Children enjoy coming and are happy and relaxed in her company. Children have a wide range of toys to play with. The childminder makes purposeful interactions with them as they play. She builds good relationships with the children and their parents. This allows children to feel safe and secure. The childminder has secure routines in place for eating, sleeping and planned focused group sessions, as well as daily outings. This teaches children about the importance of a healthy lifestyle and exercise.

Children behave well. The childminder models positive behaviour management strategies well. She reminds children of her expectations and promotes discussions around different behaviours and how they make them feel. She uses emotion cards to introduce children to different feelings. She explains what can make us feel happy, sad, shocked and excited, which introduces children to new vocabulary. The childminder keeps thorough assessment records and understands children's next steps. She plans around children's interests and uses her observations to extend their learning. For instance, she encourages babies to walk by helping them pull up on furniture and offering praise and encouragement. Older children make choices in their play. They throw and catch small balls and have access to craft materials of their choosing.

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

- Children learn about what makes them distinct. They use mirrors to look at their differences. They compare eye colour, hair colour and skin colour. They celebrate their differences and what makes them unique. The childminder teaches children about a range of religious festivals throughout the year. She celebrates the important traditions of Ramadan, Diwali, Christmas and Easter with children.
- The childminder builds story time into her routine. Children select from a wide range of books to share. Younger children have books where they can lift flaps and feel different textures. The childminder gives children time to listen and respond. She models language well and uses questioning to introduce children to new vocabulary. For example, she asks, 'Does it feel rough or smooth?' and states, 'It's a shiny, green apple.' Children are interested and engaged with books. This promotes a love for reading.
- Children approach activities positively. They use stickers to make pumpkin faces when learning about Halloween. The childminder asks, 'Where do the eyes go?' She guides children to learn about the position of the features on their face as they peel and place the stickers. This supports their fine motor development.
- Children attend playgroups and respond positively to adults and each other.

When children struggle to regulate their behaviour, the childminder offers gentle reminders of her expectations.

- Children enjoy playing with large construction. The childminder supports them as they build a garage. She challenges their mathematical and problem-solving skills as they try and fit different-sized cars in their garage. She asks probing questions to help them problem-solve. For instance, she asks, 'Would that car fit in that space?' and 'Do we need to make a bigger garage?'
- The childminder promotes the importance of physical development and daily exercise. Children engage in a range of daily trips. For example, they take balls to the park, visit the library, feed the ducks, splash in puddles, swing on swings and slide down slides.
- The childminder reflects on her practice and attends mandatory training. She has reviewed changes that work well and that she will continue to keep. However, she does not always specifically focus training opportunities to develop her knowledge even further and provide children with wider experiences.
- Parents are very happy with the childminder. They state she is loving, caring and that children really enjoy coming. She gives parents regular updates on their children's learning.
- Overall, the childminder prepares children well for their next stages in learning. Children develop the skills they need for starting school. However, the childminder has not yet made strong links with other settings children attend. She does not always share information effectively, to enhance the continuity and provide greater consistency in children's learning and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of daily risk assessments in ensuring children's safety in her home. She has robust procedures in place for reporting on accidents and incidents. She recognises the signs of when a child may be at risk and understands her duty to report on any concern she may have. She understands the importance of the safe preparation of food and has engaged in food hygiene training. She has effective procedures in place for keeping children safe online.

What does the setting need to do to improve?

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

- develop further ways to secure links with children's other settings to ensure a two-way flow of information, which offers children the best possible learning experiences
- target training and continuous professional development to raise the quality of planning and teaching to the highest level.

Setting details

Unique reference number	122949
Local authority	Wandsworth
Inspection number	10234121
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 8
Total number of places	5
Number of children on roll	5
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder registered in 1985. She lives in Clapham, within the London Borough of Wandsworth. The childminder offers care from Monday to Friday, all year round, apart from bank holidays and family holidays.

Information about this inspection

Inspector

Penny Harman

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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