

Childminder report

Inspection date: 14 November 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time spent with the childminder. They show that they feel safe and secure in the welcoming environment. Children attentively listen to familiar stories and snuggle up to the childminder. They enjoy taking part in a range of creative activities. Children develop their small-muscle skills as they learn to coordinate their fingers. For example, they hold and manipulate sticks to create melodies on the drums and xylophone. Children joyfully use their instruments as they sing along to nursery rhymes, such as 'Old McDonald' and 'Wind the Bobbin Up'. The childminder uses themes to captivate children's interests effectively. This motivates children to want to learn and have a go.

Children benefit from good opportunities to be physically active and access fresh air. They have access to a range of challenging outdoor play equipment. Young children show effective physical skills as they negotiate the steps of the slide. They learn patience and how to work with others as they take turns. Children's behaviour is good. The childminder is a positive role model and has high expectations for all children. Children listen well and follow instructions. For instance, they help to tidy away the toys before going to play in the garden.

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

- The childminder skilfully introduces young children to new words and concepts as they sing songs, play and explore. She listens to children's comments and questions them effectively to enhance their thinking and learning. The childminder clearly repeats words to help to deepen children's understanding of the pronunciation of words. This helps to support children to become skilful and confident communicators.
- Children have ample opportunities to learn about the natural world. For example, they go on nature walks. When children learn about autumn, they collect leaves, crab apples, conkers and pebbles to use in activities. However, the childminder does not provide children with consistent opportunities to learn about various cultures and communities in the wider world and in their local community.
- Children have daily opportunities to attend a range of local groups where they can participate in a range of fun activities. For example, children visit parks, soft-play areas and playgroups. This provides opportunities for children to interact with others and develop their social skills even further.
- Partnerships with parents are good. During children's settling-in stage, the childminder gathers useful information from parents. She uses this vital information to plan activities that reflect children's stage of development and interests to help them ease into her care.
- Children become independent during daily routines. For example, they eagerly

retrieve their wellington boots and waterproofs to go out into the garden. Older and more-able children independently get dressed while the childminder supports the younger children.

- Young children's mathematical concepts are promoted well by the childminder. They are encouraged to count for purpose. For instance, while building a tower with bricks, children confidently count to seven with ease.
- The childminder develops effective partnerships with parents. She regularly keeps them updated about their children's development and care through daily discussions and online messages. This helps to promote consistency of care and education. Parents are very complimentary about the quality of learning and care that their children receive. They comment that they are happy with the service provided. Parents report that the childminder is very warm and caring, and the setting is safe and fun.
- Children have access to a stimulating curriculum. The childminder knows the children in her care well and can confidently talk about their capabilities. She regularly considers their individual learning needs and interests. The childminder uses this information effectively plan a wide range of age-appropriate activities to support and prepare children for their next stage in learning. Children make good progress in relation to their starting points in learning.
- The childminder is aware of the purpose of self-evaluation. She talks to parents daily and provides them with annual questionnaires to help strengthen her practice. However, the childminder does not sharply focus her professional development to raise the quality of education further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection. She understands her responsibility in helping to keep children safe from harm. The childminder is confident to recognise the possible risks to children, including being exposed to extreme views or behaviours, and neglect. She ensures that her knowledge is kept up to date by completing regular training. The childminder risk assesses her home daily to ensure that it is safe and free from hazards. She talks to the children about risks as they play, to help them to learn how to keep themselves safe. Children are reminded when using the slide to wait to make sure that their friends are clear from the bottom to prevent accidents.

What does the setting need to do to improve?

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

- build further on children's respect and understanding of other people's similarities and differences outside of their own communities and beliefs
- focus professional development opportunities even further to help raise the

quality of education to an even higher level.

Setting details

Unique reference number	EY479474
Local authority	Wandsworth
Inspection number	10236399
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	1 to 3
Total number of places	4
Number of children on roll	3
Date of previous inspection	23 January 2017

Information about this early years setting

The childminder registered in 2014. She lives in Earlsfield, which is located in the London Borough Of Wandsworth. The childminder operates throughout most of the year from 8am to 6pm, Monday to Thursday.

Information about this inspection

Inspector
Trisha Edward

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 setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and the learning programmes 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 inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the adults living on the premises, insurance and registers.
- The inspector took account of parents' written feedback as part of the inspection process.

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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