

# Childminder report

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Inspection date: 2 December 2022

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

### **The provision is good**

Children are happy and settled with the nurturing childminder. Their unique characters are celebrated, which makes them feel valued and safe. Children move around the childminder's home with increasing confidence. They greet and welcome new visitors with interest. Children eagerly show their favourite toys to the inspector and want her to join in. They show positive attitudes to learning and keenly explore new things around them. Children work well together as enthusiastic learners. They say 'wow' to show their fascination and clap excitedly to show how proud they are of their achievements.

Children hear new language through play and confidently apply this in new situations. They listen to stories and join in with actions to lyrics of their favourite songs. For example, they want to play with a toy tractor and find farm animals to place in the trailer. They sing, bounce and join in with the animal sounds to their favourite song 'Old Macdonald Had a Farm'. In this way, children are developing a growing vocabulary.

Children love to visit different places and meet new people. The childminder enriches their experiences by taking them out to local amenities such as the library, playgroups and local parks. This helps children to develop an understanding of the wider community.

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

- The childminder gathers information from parents about children's home experiences at the start. These details help to inform the learning opportunities that she provides. For example, children who live in flats and use lifts are encouraged to use stairs at the childminder's property to build their muscle strength and coordination. The younger children crawl up the stairs skilfully. They learn to turn around to go down the stairs to be safe.
- The childminder has a good understanding of how young children learn. Children use their senses when they handle and experiment with real objects of different textures. For instance, children giggle as they try to hide under a silver sheet which crackles. In this way, children have fun as they learn.
- The childminder utilises opportunities to build on children's learning at every stage. For example, when sharing an animal number book, she encourages children to point at pictures and learn one-to-one counting. Young children mimic this action and pretend to count objects on the page. Therefore, they make a good start at learning number skills.
- Children's behaviour is good. The childminder uses gentle reminders, such as 'walk inside', to reinforce good behaviour. She praises children when they listen and respond appropriately. These principles are shared regularly with parents,

who adopt the same approaches at home. This helps to encourage an atmosphere of mutual respect.

- The childminder recognises the importance of raising children's awareness of the diverse world we live in. However, she has not fully considered possible ways of teaching this. For instance, the childminder is multilingual but this is not used to the fullest. Children are not given the opportunity to hear and experience different languages other than their own. Therefore, they do not fully gain an understanding of the diversity represented in the wider world.
- The childminder teaches children ways to adopt a healthy lifestyle. She provides them with nutritious home-cooked meals. However, the childminder does not consistently recognise opportunities that arise to support children's independence and self-care skills. At times, she is too quick to complete tasks for them rather than allow them to have a go themselves. For instance, at mealtimes, younger children are not given the opportunity to feed themselves with a spoon or peel their own fruit. This means they are unable to practise and master these skills which are essential for their future lives.
- The childminder has formed trusted relationships with parents. She works hard to share advice and support, so that children are provided with consistent care and welfare. Parents say that the childminder provides 'a fantastic level of care'. They receive daily updates and enjoy receiving photos and videos of their children engaged in activities.
- The childminder is committed to continual improvement. She undertakes regular training online and understands the positive impact it has on children she cares for. The childminder is currently engaged in further education. She has identified, through her work, ways to share safer online procedures with parents and raise their awareness of the risks to children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a secure understanding of her responsibility to protect children from harm. The childminder recognises the possible signs and symptoms of abuse, including risks associated with exposure to extremist views and behaviours. She clearly understands the local procedures to follow if she needs to seek further help or to report any concerns about a child's welfare. The childminder ensures that children are able to play in a safe and secure environment. Children learn to keep themselves safe and manage risks, such as when the childminder teaches them about road safety on outdoor visits. This has a positive impact on 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:**

- provide opportunities to enhance children's awareness of the diversity of home languages and cultures represented in the wider world
- adopt a more consistent approach to allow children to practise and use their self-care skills independently.

## Setting details

<b>Unique reference number</b>	EY461200
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10236142
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	24 February 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Battersea, London. The childminder provides care for children Monday to Friday, from 8am to 6pm, all year round. She holds a degree in early years education at level 6.

## Information about this inspection

### Inspector

Sonia Panchal

### 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 provider.
- The childminder talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- Parents shared their written views with the inspector about the care and education their children receive at the childminder's home.
- 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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