

Childminder report

Inspection date: 13 January 2023

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

The childminder quickly forms strong bonds with children and their families. Children are happy in her home, and she offers them regular cuddles to ensure that they feel safe and secure. The childminder works closely with parents to identify children's starting points and plans carefully for their next steps. She offers parents advice on how to support their children at home, such as with sleeping routines and weaning children off dummies.

Children behave well as the childminder has clear expectations and routines in place for children. For example, children sit for mealtimes and tidy away toys. The childminder models good manners, such as 'please' and 'thank you', and when children repeat these words back to her, she offers them high praise.

The childminder has high expectations and supports children well to develop their communication and language skills. She enjoys singing nursery rhymes and songs, and modelling actions alongside the words. She encourages children to listen and join in as she models the actions to 'Heads, shoulders, knees and toes'. She supports children in developing new vocabulary by modelling new language as they play.

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

- The childminder understands the importance of providing children with plenty of opportunities for physically active play and fresh air. Children enjoy running, climbing, jumping to catch bubbles, and riding bikes. The childminder takes children on daily trips out to local parks and gardens. This helps to support their physical development.
- Children develop their small-muscle skills through painting and threading. The childminder has a designated craft area for children to mark make and cut and stick. She further supports them in developing these skills through the toys that are on offer to play with. For example, children strengthen the small muscles in their hands as they carefully stack small circles onto a stacking ring.
- The childminder models language well to children. For example, she sings the song 'Old MacDonald had a farm' to them. She shows them different animals, names them and models the noises that they make. However, the childminder does not always give children time to respond to her questions. For example, she does not encourage children to use words to identify the different animals or give them time to think of words they may already know.
- The childminder has an extensive range of books for children to choose from. She encourages children to engage with the book as she reads to them. Children enjoy feeling different textures in books, turning pages and lifting the flaps. She uses books to help children to understand about differences and celebrate how

they are unique and special.

- Children behave well. The childminder models sharing and turn taking, which children respond to. The childminder supports their concentration and attention skills as they happily role play alongside each other in the role-play kitchen.
- The childminder provides many opportunities for children to celebrate diversity. For example, they light tealights for Diwali, dress up in traditional clothes, and taste a range of foods from different cultures. The childminder celebrates a range of different festivals, including Chinese New Year and Thanksgiving. She celebrates Valentine's Day to teach children about the importance of love and kindness.
- Parents are extremely happy with the childminder as she works in partnership with them. They say that their children love attending and call her 'Nanny'. The childminder communicates well with parents daily. She provides feedback on eating, sleeping, and children's learning and development.
- The childminder is passionate about developing professionally, and has engaged in a range of courses to further support her practice. She works alongside other childminders, sharing resources and ideas. She communicates well with parents and liaises with external agencies to further support children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She carries out regular risk assessments of her home. She has clear procedures in place for recording and reporting accidents and incidents. She attends regular safeguarding training to keep her knowledge up to date, and understands the signs of when a child may be at risk of abuse. She has up-to-date paediatric first-aid training. She has clear policies in place for the safe use of digital technology and shares these effectively with parents.

What does the setting need to do to improve?

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

- develop interaction skills further with children, such as by using more questions, to allow children opportunities to use vocabulary and words, and give them time to respond.

Setting details

Unique reference number	EY295700
Local authority	Wandsworth
Inspection number	10234876
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 1
Total number of places	3
Number of children on roll	3
Date of previous inspection	27 March 2017

Information about this early years setting

The childminder registered in 2004. She lives in Clapham Junction, located in the London Borough of Wandsworth. The childminder operates her childminding service on Thursday and Friday from 8am until 6.30pm, all year round. The childminder has obtained a level 3 qualification in childcare.

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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 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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