

# Childminder report

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Inspection date: 20 January 2023

<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 very happy in the childminder's home. They develop strong bonds with her, which supports them to settle in well and very quickly. This shows that they feel safe and secure. Children want to explore and play with confidence and do not want to leave. The childminder encourages very young children to learn skills to support their future independence, and they eagerly attempt to do things for themselves. For example, a child is delighted when she manages to navigate her way to the childminder, taking her first steps in walking. The childminder knows the children's needs well and focuses her learning opportunities on children's next steps. Children make good progress. For example, babies learn to feed themselves and use utensils through exploring sensory activities, such as manipulating brightly coloured pasta.

Children receive endless praise and warmth during interactions. These relationships mean that children's self-esteem and confidence are supported very well. The childminder sings and links play to nursery rhymes at every opportunity. She knows how to pitch activities to keep children engaged in their learning. Young children join in and show great pleasure as they move from side to side. They remain engaged and enthusiastic and make beats to the music by beating a drum.

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

- The childminder knows how young children learn. She gets down to their level, playing and exploring alongside them and encouraging their curiosity. Babies and younger children's early communication skills are well supported and are progressing well. The childminder's good teaching and effective modelling offers children new ideas and rich vocabulary. This helps to develop their language and communication skills. Children learn new words and explore meaning during play. Reading encourages children's interest in books and develops their listening and attention skills.
- The childminder works very hard to improve her practice and maintain quality. She researches new training and attends childminder groups. This enables her to adapt quickly to changes and updates in the sector.
- A motivating curriculum has been developed by the childminder for the children who attend. She gathers useful information when children start at her setting and uses this to support their learning. She assesses their progress and plans suitably challenging experiences. Support is carefully focused on children's individual needs and interests, motivating them well.
- Physical well-being is closely supported and a key focus. Healthy snacks and meals are provided. Children are taken out to local parks, and lots of fun activities are provided in the garden, to encourage children to be active in the fresh air.

- The childminder has good relationships with parents. She keeps them well informed. They discuss children's achievements and interests. However, the childminder does not offer parents ideas or suggestions to extend their children's learning and development at home.
- Children have daily opportunities to explore their local community and have access to new experiences. Activities outside the home are planned to give children lots of social interaction. Children attend regular playgroup sessions and go on trips to the park and library. They meet new children and other childminders and develop confidence in new social situations. The childminder has a calm and consistent approach when supporting children's behaviour and supports children to play together, which develops their social skills.
- Children are developing an understanding of what numbers mean at a very young age. The childminder introduces numbers and counting to the children throughout the day. For example, children count building blocks or sing number songs and rhymes as they play.
- Babies sleep peacefully in a calming and tranquil environment. When they wake up, the childminder greets them with a gentle touch. The children are then well rested and excited to carry on with the day.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder can identify signs and symptoms of abuse and knows what to do should she have any concerns about children's safety or welfare. The childminder conducts risk assessments of the premises and activities offsite. She frequently carries out further safety checks, such as holding regular fire drills. This helps to keep children safe.

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

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

- consider ways to enhance partnerships with parents in order to support children's home learning even further.

## Setting details

<b>Unique reference number</b>	EY444381
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10235717
<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>	0 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	1 March 2017

## Information about this early years setting

The childminder registered in 2012. She lives in Balham, in the London Borough of Wandsworth. The childminder offers care on weekdays, during term time only. The childminder holds a relevant qualification at level 3.

## Information about this inspection

### Inspector

Emma Mizzi

### 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 childminder.
- The inspector observed children and the childminder taking part in a range of activities and assessed the impact on children's learning and development over time.
- The childminder and the inspector reflected on learning experiences for children.
- A range of documentation was viewed by the inspector, including public liability insurance and the childminder's paediatric first-aid qualification.
- Parents shared their views with the inspector.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.

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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