

Childminder report

Inspection date: 15 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very secure and happy in this childminder's setting. The childminder and her assistant have warm and caring relationships with the children and are attentive to their needs. They have high expectations of the children, which helps children learn how to treat each other with kindness. The childminder supports children in identifying and understanding their emotions. She teaches them strategies for how they can calm themselves down. This helps children to manage their feelings and behave positively. Children build strong friendships with each other.

The childminder provides a bilingual setting and speaks to the children in both Polish and English. This means children hear their home language in their play, which helps them to value their cultural backgrounds. Children are confident to switch between the two languages. They enjoy listening to stories and share their ideas about what they think will happen next.

The childminder has arranged the environment so that children can make choices in their play. The children make up a game with balls that involves throwing and catching between them. The childminder extends their play by bringing in a hoop, and the children excitedly add this to their game. They concentrate deeply while playing this. This helps them develop their coordination.

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

- The childminder provides a broad and balanced curriculum. She has a clear understanding of what she wants children to learn. She regularly assesses what they can do and identifies what she wants them to learn next. She knows the children well, and uses their interests to help them develop skills such as holding a pencil. This supports children to make good progress.
- The childminder promotes children's self-chosen play and uses this to deliver her curriculum effectively. For example, as children have a pretend tea party, she incorporates counting and naming the different shapes of the items. This helps children to gain skills and knowledge that will support them when they start school.
- The childminder supports her assistant in her practice. However, on occasion, she does not identify how group activities can be carried out effectively so that children learn what is planned. At these times, teaching does not extend children's knowledge as intended.
- Children with special educational needs and/or disabilities (SEND) receive targeted support. The childminder is able to identify when children need additional help and is quick to make referrals. She works well in partnership with other professionals and parents to implement ways to support children with

SEND. This means that all children make good progress from their starting points.

- The childminder supports children to develop physical skills, such as balance, agility and stability. Children enjoy ring games and being physically active. The childminder and her assistant use music and songs to encourage the children to move and be active. This supports children's physical development. Children enjoy playing outside every day and the childminder takes them to the park and other local amenities a few times a week.
- The childminder and her assistant are effective in promoting children's independence. For example, they provide children with colour-coded items such as towels to wash and dry their hands independently. Children enjoy tasks such as cleaning the table. They are confident to carry out personal care, such as getting a tissue to wipe their nose by themselves.
- Parents are very happy with the care their children receive. Feedback from parents is overwhelmingly positive. They appreciate the daily information they receive about what their children have been doing. This supports children's learning. Parents say that their children have made a lot of progress as a result of coming to the childminder. They particularly like that their children are learning Polish alongside English.
- The childminder ensures that she keeps her and her assistant's training up to date. Her assistant says she feels well supported in her role and has a manageable workload.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to recognise the signs to identify that a child is at risk of harm. This includes safeguarding issues such as extremism. They both know the processes to follow if they have any concerns about a child. They also know how to manage an allegation against an adult. The childminder consistently checks her premises, indoors and outdoors, to ensure they are safe for children. She holds the relevant paediatric first-aid qualification and knows what to do in the event of an accident.

What does the setting need to do to improve?

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

- recognise how to structure group activities so children's knowledge is extended effectively and consistently.

Setting details

Unique reference number	2615514
Local authority	Wandsworth
Inspection number	10280924
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Wandsworth. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays. The childminder is in receipt of funding to provide free early education for children aged three and four years. She works with an assistant who holds a level 6 early years qualification.

Information about this inspection

Inspector

Jenny Selvakumaran

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.

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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