

# Childminder report

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Inspection date: 21 March 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 have warm and affectionate bonds with the kind and caring childminder. They are safe, happy and relaxed in her care. Children who are less confident or anxious are reassured by the skilled childminder. They are encouraged to gain confidence in larger and new group settings. For example, children have daily opportunities to explore their local community. They visit playgroups, the park, the city farm and church drop-in sessions. This helps children to develop confidence in new social situations. Children have access to a varied selection of activities across the curriculum, which effectively engages and motivates them to learn.

Children behave well. The childminder is a positive role model and has high expectations for children's behaviour. Children are encouraged to be respectful by having good manners. For instance, children are gently reminded to say 'please' and 'thank you', when speaking to each other. Young children enjoy learning about cause and effect. They curiously press the buttons on a toy phone and dance enthusiastically to the different songs that it creates, exploring music and movement. Children have fun with the childminder as they learn about different emotions. They laugh out loud as they make happy, sad and angry faces.

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

- The childminder plans a range of sensory activities that captivate younger children's curiosity. For example, they eagerly explore couscous in a tray with their hands and small-world resources. Children learn the names of emergency vehicles as they use their wheels to crunch the couscous into the tray. Young children become engrossed in the process.
- The childminder closely monitors and tracks children's individual progress. This supports her to swiftly identify gaps in children's development and provide them with good support. The childminder communicates with parents verbally and through a messaging app. She regularly keeps them updated of their children's next steps in learning and their development. This encourages consistency in children's learning and helps them to make good progress.
- The childminder promotes children's early mathematical skills appropriate to their stage of development. For instance, young children confidently count as they sing number songs. The childminder uses lots of mathematical language to develop children's knowledge of size and shapes as they engage in their play.
- Parents report positively about the childminder's caring and nurturing approach. They appreciate the guidance and support which she provides. Parents write positive comments about the good-quality care and education their children receive. For example, they comment that they are impressed with the childminder's approach to children's needs and that their children settle extremely well. Parents report that the childminder has built their children's

confidence in learning in a short space of time.

- Overall, the childminder challenges children to develop their communication through various strategies. For example, she encourages singing, asks open questions and provides a running dialogue to promote and extend children's vocabulary. She introduces words, such 'crunchy' and 'siren', as children access emergency vehicles and couscous. However, the childminder does not make full use of opportunities to promote children's home languages within the setting to help them to make the best possible progress in their language development.
- Children thoroughly enjoy story times with the childminder, who ensures that children can see the pictures in the book as she reads to them. The childminder varies her tone to maintain children's interest and to develop their love of books.
- The childminder works closely with children and parents to encourage healthy eating. She provides a healthy, balanced and nutritious diet and shares her menus with parents. Mealtimes are a sociable experience where children sit together. Toddlers work on their independence as they practise eating with a spoon.
- Children with special educational needs and/or disabilities are supported exceptionally well. The childminder works closely with parents and other professionals where care is shared, to ensure that children get the required levels of support they need.
- The childminder shows a good commitment to completing mandatory courses. However, she has yet to consider attending training to build on and extend her knowledge of the different ways that children learn and develop.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of child protection. She knows who to contact and what to do if she has a concern that a child may be at risk of harm. The childminder ensures that she regularly completes training to update her training and knowledge of all safeguarding matters and legislation. Children are well supervised. The home is regularly risk assessed by the childminder and is maintained to a good standard. During small-world play, the childminder reinforces children's knowledge of road safety with cars and the road layout. This helps to develop children knowledge of keeping themselves safe while on outings.

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

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

- extend the language development of children who are bilingual even further by making more use of their home languages within the setting
- use professional development opportunities to develop teaching skills to a higher level.

## Setting details

<b>Unique reference number</b>	EY417828
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10280202
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	11 September 2017

## Information about this early years setting

The childminder registered in 2010. She lives in the London Borough of Wandsworth. The childminder offers care all year round from 7.30am to 6pm, Monday to Friday. She holds a relevant qualification at level 3.

## Information about this inspection

**Inspector**  
Trisha Edward

## Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the childminder.
- The childminder showed the inspector around the areas of her home used for childminding. She explained how she organises the environment and the learning programmes for children.
- The inspector and the childminder completed a joint observation.
- The inspector observed a range of activities and interactions between the childminder and children to help evaluate the quality of education.
- The childminder and children spoke to the inspector at appropriate times during the inspection.
- The inspector took account of parents' written feedback as part of the inspection process.
- 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.

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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