

Childminder report

Inspection date: 11 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and emotionally secure in the childminder's care. They embrace the childminder with smiles and have formed close bonds with her. Children confidently explore the environment and choose activities that interest them. Using their growing imagination to play with dolls from their cultural backgrounds. Alongside independently accessing their favourite books. The childminder provides appropriate challenge during play, asking children to recall and remember what they have learned.

Children are focused and display curiosity during activities, showing increasing concentration as they carefully pour water they have collected into plant pots. They use digging tools to collect soil and talk to the childminder about how things grow. The childminder consistently praises children for even the smallest achievements. This supports them to build their self-esteem and belief in their abilities. Children imitate positive interactions that have been modelled by the childminder. This includes turn-taking, sharing and using good manners. This results in children displaying good behaviour and the ability to resolve minor conflicts. Children with English as additional language are supported well. The childminder works closely with parents to identify key words to ensure that these children feel understood. This supports them in making good progress.

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

- The childminder has created a curriculum that encourages independence and confidence. Children develop good self-care skills and dress and undress themselves. Mathematics is weaved throughout the curriculum with gentle prompts from the childminder. Children use their fingers to confidently count, while helping set up activities by counting out resources.
- Children are regularly assessed during play through careful observations. The childminder then plans activities based around children's interests. Children participate in regular group activities, such as story times and nature play outside. However, activities are not always adapted for younger children. Resulting in these children losing interest quickly and having less engagement.
- Children learn about healthy lifestyles through physical play outdoors and eating healthy foods. Accessing a range of bicycles, tricycles and a trampoline. They try a range of fresh fruit and vegetables at mealtimes, where the childminder talks to them about their benefits. Children develop their communication and language well. The childminder asks open-ended questions and lets children finish words in familiar books and rhymes. Children are given time to respond and the childminder attentively listens and repeats what children have said. This supports their growing confidence in communicating.
- Parents praise the childminder for the high-quality provision she offers. They

comment on how much their children love attending and how caring and reassuring the childminder is. Parents highlight the learning environment, especially the well-resourced outdoor space. The childminder communicates with parents using an app. She shares daily updates and progress reports. Parents are able to give regular feedback, which the childminder uses to develop the setting further.

- The childminder understands the importance of preparing children for the next stage in their development. She gets to know children well and identifies any missing gaps in knowledge. She works closely with assistants to plan, so children can strengthen these areas. The importance of children having a positive image of themselves and good social skills are embedded into the curriculum. This will support children with essential skills for later life.
- The childminder continually develops her knowledge. Regularly attending a range of training around early years. She maintains excellent links with the local authority and has a good network to share ideas and enhance her skills. The childminder is reflective of the service she offers and has a clear plan for any areas of development. For example, she intends on attending forest-school training to further enhance children's outdoor experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains her knowledge of safeguarding through regular training. This includes understanding broader aspects of safeguarding, such as abuse linked to faith or belief. The childminder understands her responsibility to ensure that children are kept safe. Reporting procedures are clear and available for anyone with concerns. The childminder knows the process to follow if there are concerns about an adult. She ensures that people living or working in the household remain suitable. The childminder keeps her paediatric first-aid knowledge up to date and completes thorough risk assessments throughout the environment.

What does the setting need to do to improve?

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

- continue to reflect on children's varying ages and stages of development during planned activities, so that they maintain their engagement.

Setting details

Unique reference number	EY486696
Local authority	Wandsworth
Inspection number	10276266
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 July 2017

Information about this early years setting

The childminder registered in 2015. She lives in the London Borough of Wandsworth. The childminder provides care for children each weekday from 7am to 7pm, all year round, except on public bank holidays. The childminder works alongside two assistants and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tania King

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 setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023