

# Childminder report

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Inspection date: 5 May 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	Met
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly at the childminder's home. She enthusiastically greets and introduces them to what is planned for the day. The childminder is warm and welcoming and understands the children's individual needs and interests. This helps children to feel secure and able to move confidently around the setting.

Children demonstrate high levels of engagement as they focus on activities and take part. The childminder provides sufficient space and tools for children to independently take part. For example, children have opportunities to pour their own drinks and use child-friendly cutlery to cut, spread and stir different foods that they select. The childminder supports children well because she has high expectations of what they can achieve.

Children enjoy being outdoors and active. For instance, children explore the childminder's garden and are excited as they recognise and catch the play insects in the water tray. Children enjoy frequent outings to the nearby common, where they can run, balance and increase their understanding of nature and the world around them.

Children are increasing their understanding about feelings and consequences and show kindness to each other. They behave well because they are interested in their surroundings and activities available to them. They listen carefully and follow the childminder's gentle instructions.

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

- The childminder's curriculum provides interesting and challenging experiences for children. For example, children begin to build on their knowledge of insects and listen with interest to what will happen to the real caterpillars in the butterfly garden. Children know what the caterpillars eat and point to illustrations in books and posters to increase and reinforce their developing knowledge. Very young children scoop the play insects out of the water tray and squeal with delight as the childminder claps at their achievements.
- Children begin to develop good speech and language skills because the childminder provides plenty of communication throughout the day. As children play, the childminder talks about what the children are doing. For example, as children put on their shoes to go outside, she talks about the weather and why shoes protect our feet.
- Children hear familiar and new words, which the childminder explains. For example, children consider the texture of their cream cheese, crackers and fresh vegetable snacks and use words such as crunchy, smooth, sweet, and delicious. However, on occasion, the childminder comments and asks questions without

giving children enough time to think about their answers or form their own ideas.

- Parents are positive about the childminder and feel well informed about what their children are doing during the day. The childminder provides a diary for parents, which they can choose to contribute to. The daily handover informs both the parent and the childminder of any developments they need to be aware of, which in turn supports children. The childminder actively seeks information when children attend other settings. For example, the childminder uses children's nursery plans to provide support and consistency in the same areas of learning.
- Children learn self-care skills, such as washing their hands before and after snack and putting on and taking off their coats. This prepares children for their next stage of learning. Children develop fine motor skills through a range of creative activities to support the skills they need for early writing. For example, children recognise the letters of their name on the board and trace the shape of the letter with their finger in the sand and on the easel in the garden.
- The childminder regularly evaluates and reflects on her practice. She offers her childminding assistants regular time to discuss their professional development and address any areas that can be improved upon. The childminder seeks the views of parents to drive improvement. She recognises the importance of establishing strong partnerships with parents. This is to inform her decision making about what she needs to provide for children in order to support their learning and development. The childminder has completed a range of relevant training, which keeps her knowledge current.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge. She is alert to potential risks to children, including exposure to extreme views or behaviour and domestic violence. The childminder knows how to respond if a child is at risk of abuse or harm. She understands when to involve relevant agencies, including if an allegation is made against her or a family member. The childminder manages risk effectively, both in her home and when on outings. She maintains accurate records of children's attendance and knows how to respond to a medical emergency.

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

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

- ensure children have sufficient time to think and respond to questions and comments, to support the development of their communication and language skills even further.

## Setting details

<b>Unique reference number</b>	EY485134
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10280640
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	1 August 2017

## Information about this early years setting

The childminder registered in 2015. She lives in Balham, in the London Borough of Wandsworth. The childminder operates Monday to Friday, all year round. The childminder provides funded early education for two-, three- and four-year olds.

## Information about this inspection

### Inspector

Julia Crowley

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about their intentions for children's learning.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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