

Childminder report

Inspection date: 22 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder provides a warm, safe, welcoming and homely environment, where children settle quickly and feel secure. Children have access to a stimulating curriculum that reflects their interests and current events. For example, when children learn about the King's Coronation, they take part in a range of craft activities. Children have weekly opportunities to spend time with others and in different environments. They regularly attend playgroups and visit the library for story times, so they can mix in larger groups. Children begin to learn the important social skills that they need to make new friends.

Children are active learners and enjoy a wide range of resources. For example, they enjoy solving problems as they sequence stacking cups in order of size. They are exposed to a lot of mathematical language to help them to learn about size and positioning. As children access dough, they describe their models as being 'big', 'small' and 'tiny'. Children are encouraged to count for purpose, and they learn to count in English, Spanish and Slovak. They begin to understand the concept of simple subtraction as they sing number songs, such as 'Five Little Ducks'. Children behave well. They are encouraged to have good table manners and to be kind and caring towards one another. For instance, children are gently reminded that 'sharing is caring' and not to put their feet on the table at mealtimes.

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

- The childminder knows her minded children well. For example, she skilfully evaluates her observations to identify meaningful targets to help children to progress across all areas of learning. The childminder shares this information with parents to promote continuity in children's learning.
- Children have frequent opportunities to develop a positive understanding of the world. They attend story sessions at the local church and visit the local mosque during religious festivals. Children have access to a broad selection of resources that reflect diversity, such as books, dolls and small-world people. This helps children to appreciate differences and understand that they can have the same experiences.
- Children access fresh air and exercise daily. They walk on the daily school run and visit local parks to access large, fixed equipment. The childminder helps children to develop an understanding of brushing their teeth through stories and discussions. This helps children to learn about leading a healthy lifestyle.
- The childminder supports children's language development effectively, including those children who speak English as additional language. Children are captivated at story times as they listen intently to a story about a selfish crocodile. The childminder uses a song prop bag, which allows children to choose items from the bag that relate to a familiar nursery rhyme. She further promotes children's

language as she asks interesting questions to encourage their thinking and reasoning. This supports children to become confident and skilful communicators.

- Children confidently move around the play area to independently choose what they want to play with. However, older children have limited opportunities to be independent by doing things for themselves at mealtimes.
- Partnerships with parents are strong. The childminder keeps parents updated each day about their children's day, activities and future learning. Parents have discussions, access a daily diary, and receive photos via an online message app. Parents comment that they are very happy with the care offered and that they like the regular outings and active sessions that their children take part in.
- Children receive regular praise and encouragement during daily activities and routines. This helps to promote children's confidence and self-esteem. The childminder has high expectations of what children can achieve.
- The childminder is committed to regularly evaluating her practice to support her to make changes within the setting to raise standards. For example, she gathers parental feedback through questionnaires to seek the views of those using her provision. The childminder works hard to maintain her continuous professional development. Since her last inspection, she has obtained a degree in early years. This has helped her to gain a greater knowledge of children's development and how they learn.
- The childminder works closely with local schools that children attend to find out details of the topics that children are learning about and the targets for their learning. This helps to promote consistency in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She regularly keeps up to date with changes in child protection legislation by completing training. The childminder understands the signs that a child may exhibit that indicate a cause for concern about their welfare. She knows how to make a referral to the relevant agencies. The childminder supervises children well throughout the day and maintains a safe environment. She effectively promotes children's awareness of safety. Children learn to manage risks from a young age. For example, they learn that they must be careful as they access the steps, and take part in monthly fire drills.

What does the setting need to do to improve?

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

- give older children more opportunities to be independent at mealtimes.

Setting details

Unique reference number	EY455259
Local authority	Wandsworth
Inspection number	10288852
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 November 2017

Information about this early years setting

The childminder registered in 2014. She lives in Tooting, in the London Borough of Wandsworth. The childminder offers care all year round from 7am to 6pm, Monday to Friday. She holds a relevant qualification at level 6.

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 that into account in their evaluation of the setting.
- 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 observed a range of activities and interactions between the childminder and children, to help to evaluate the quality of education.
- The childminder and inspector completed a joint observation.
- 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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