

Childminder report

Inspection date: 5 June 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 feel welcome in the childminder's home. They settle quickly due to the strong relationships established between the childminder and their families. Children are given the opportunity to learn and play in ways that excite and motivate them. They show this by developing their own game outside in the sand, where they start scooping ice creams and offering these to one another.

Children benefit from the childminder's focus on developing language. They frequently learn new vocabulary. The childminder's skilful interactions help children to understand these new words. She does this by modelling new language and explaining ideas to them. Children are excited by the activities prepared for them in the environment. For example, they spend time carefully pouring water through a funnel into a bottle and then stop pouring once the water reaches the line. Children excitedly tell the childminder that 'the water has gone down, and now it's full'.

Children enjoy trips out in the local community. They help to put on their coats and shoes to go outside. They also learn to wash their hands and feed themselves with support from the childminder. This means they develop good independence skills. Children are proud of their achievements and enjoy showing adults and peers when they have completed an activity. They are well prepared for the next stages of their learning due to the childminder's strong understanding of each child's development.

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

- The childminder plans and implements an exciting curriculum, which builds on what children already know and can do. She regularly observes children and plans appropriate next steps for them. She also shares these with parents so they can support their child's learning at home.
- The childminder plans well-thought-out and well-resolved activities for children to complete, which builds on their knowledge. She organises her environment so that children can access activities with a clear aim for learning. The childminder also adapts her environment and activities to support children during imaginative play.
- Children benefit from regular opportunities to learn about mathematics. This includes counting games and planned activities from which children are taught mathematical language. The childminder also focuses on using mathematics as part of her interactions with children. This helps them to use new language when completing activities.
- The childminder has high expectations for children's behaviour and encourages children to share and take turns. However, children sometimes struggle with this skill during free-flow play. This can lead to some children becoming distracted

when they were previously focused on activities.

- Children learn to be independent and to do things for themselves in the childminder's home. For example, children talk about washing their hands before snack and after going to the toilet. They also attempt to put on their own shoes and coats for outside play.
- Children learn how to keep themselves healthy and safe. The childminder supports this by talking about healthy eating during snack time. Children also benefit from being physically active throughout their time with the childminder. This includes trips out in the local community, farm trips and access to an outside area in the childminder's home.
- The childminder is confident to talk about arrangements she would put in place to support a child with special educational needs and/or disabilities. She does this by having clear assessment and observation processes and working in partnership with parents.
- Parents are really pleased with the care the childminder provides for their children. They report that they are well informed about their child's learning and development and know how to support their child at home. They are pleased with the healthy and nutritious meals she cooks. Parents also report how happy they are with the rapid development of children's communication and language skills at the setting.
- The childminder has a clear focus on communication and language in the curriculum that she teaches. She has recently undertaken some additional training to further support children's communication skills. Children who speak English as an additional language make good progress at the setting. Children are confident communicators and enjoy reading books.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently explains the actions she would take if she had concerns about a child's welfare. This includes reporting any concerns in line with local safeguarding practices. She also knows how to manage allegations and complaints in line with her policies and procedures. The childminder regularly keeps her knowledge of safeguarding and child protection up to date. Risk assessments are completed regularly to ensure the environment is safe for children.

What does the setting need to do to improve?

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

- support children to develop their social skills so they are better able to get along during child-initiated play.

Setting details

Unique reference number	2639036
Local authority	Wandsworth
Inspection number	10295722
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Earlsfield, in the London Borough of Wandsworth. The childminder offers care Monday to Friday, throughout the year. The childminder holds a relevant childcare qualification, Montessori Diploma, at level 3.

Information about this inspection

Inspector

Gary Pickett

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 this into account in their evaluation of the childminder.
- The inspector viewed the areas of the childminder's home used by the children.
- The childminder and the inspector discussed the provision during a learning walk.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- Parents shared their written views of the setting with the inspector.
- The inspector checked the childminder's documents, including paediatric first-aid certificates and the suitability of those living on the premises.

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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