

# Childminder report

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Inspection date: 21 June 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 build strong caring bonds with the childminder and her assistant, who are kind and nurturing. They remind young children to say 'please' and 'thank you' and to have respect for people and things. For example, children are taught to handle books with care. Children's behaviour is good. The childminder helps them to feel safe, happy and settled in her welcoming home. Throughout the year, children acknowledge a range of cultural and religious festivals. For instance, during Diwali, the childminder encouraged children to try vegetarian Asian food and dance to Hindu music. At Christmas, they made decorations and mince pies to take home to share with their families. This allows children to explore what makes them unique and to consider similarities and differences between their own and other's experiences.

The childminder provides children with daily opportunities to get plenty of fresh air and exercise as they explore their local community. They develop good physical skills as they run around in open spaces and access large and fixed equipment on the local common. Children gain new social experiences as they attend the mud club and music and dance groups, and they visit the wooded playground. They meet new friends and adults to support them to develop confidence in new social situations. All of which helps contribute to their school readiness.

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

- Children's creativity is promoted effectively by the childminder as they take part in impromptu musical sessions. They create a range of melodies and rhythms as they listen to African music while having access to musical instruments. Children shake their hand bells, beat on African drums and explore the keys on the xylophone. The childminder and the assistant join in by dancing along to the captivating music that the children create.
- The childminder uses information gathered from her observations of children to plan meaningful activities effectively. Her curriculum offers children a good balance of adult-led and child-initiated activities. These reflect children's learning needs and interests and support them to continually develop in all areas of learning.
- The childminder supports children's communication and language skills well. For example, during story times, she includes the children by providing them with story props. Children revel in delight as they access the animals from the story 'Handa's Surprise' sack and pretend to take the fruit from the basket. Their vocabulary is extended as they dance and sing along to nursery rhymes that are playing in the background as they play. Children who speak English as an additional language flourish within the environment. They have access to dual-language books and sing French songs.

- Young children have good opportunities to develop their fine motor skills to help them build their muscles in preparation for early writing. They access one-handed tools, such as tweezers and knives, and hold them with a firm grip as they manipulate them for purpose. Children develop their hand-to-eye coordination as they use shovels and their hands to fill buckets to make sandcastles.
- Children have access to a varied healthy nutritious menu. At lunchtime, they have wholemeal bread filled with a healthy filling and healthy fruit and vegetable snacks. However, the childminder does not use mealtimes to develop children's understanding of the benefits of a healthy diet on their bodies and minds.
- The childminder has a positive attitude towards her continued professional development. After completing training, she has improved the way in which she weaves mathematics into her curriculum. Children's knowledge of mathematical concepts are fed through all activities and routines. For example, children count to 20 as they wash their hands to ensure that they are cleaned well.
- The childminder and the assistant develop good partnerships with parents and other settings where children's care is shared. This ensures consistency across the settings. Parents comment positively about the healthy menus. They appreciate her flexibility and the broad range of activities that are offered to their children.
- The childminder successfully monitors the suitability and effectiveness of her assistants. This helps to ensure that they are safe and suitable to work with children. For instance, they receive regular supervision, and the childminder cascades knowledge gained from her training to her assistants.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibility to safeguard children. She works closely with her assistant to ensure the safety of the home. The childminder takes the lead in completing daily risk assessments to ensure that all hazards are eliminated or reduced. Children are encouraged to keep themselves safe and are reminded to sit down when they are eating to prevent choking hazards. The childminder and the assistant understand procedures that they should follow if they have concerns about a child's welfare.

## 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 learn about the benefits of healthy eating to further deepen their understanding.

## Setting details

<b>Unique reference number</b>	EY462848
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10289346
<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 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	21 November 2017

## Information about this early years setting

The childminder registered in 2013 and lives in the London Borough of Wandsworth. The childminder works with an assistant. She operates from 8am to 6pm, Monday to Friday.

## 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 and explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder, her assistant and the children to help evaluate the quality of education
- The childminder and the inspector completed a joint observation. They discussed the learning that took place following the activity.
- 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, her insurance and the 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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