

Childminder report

Inspection date: 27 June 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

Children develop warm, caring relationships with the childminder and her family. This helps them to feel safe, secure and happy in her care. The childminder offers children stimulating activities and opportunities to explore. Children are engaged, motivated to have a go and have fun during activities. For example, the childminder supports their knowledge of mathematical concepts as they access puzzles. Young children concentrate as they test ideas and solve problems while matching the pieces together. They benefit from the childminder's consistent praise and her clear expectations for behaviour. Children's behaviour is good, and they understand what is expected of them.

The childminder encourages young children develop their independence skills well. For instance, children learn to put on and take off their shoes as they get ready for outdoor play. They enjoy the time they spend in the garden and are fascinated by the natural world. Children understand that plants need water to flourish, and they water the plants without prompting from the childminder. The childminder extends children's vocabulary. For example, she teaches them the names of different plants. Children have daily access to fresh air in the childminder's garden. They develop their imaginations, such as when they access the mud kitchen to make pretend cups of coffee for the childminder.

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

- The childminder develops young children's love of books and engagement at story times. Children have access to a well-resourced bookcase and regularly visit the local library to look at books. Children listen well and focus for long periods of time as the childminder reads to them. They learn about a range of sea creatures as they read stories about sharing a shell. Younger children demonstrate their emerging counting skills as they count the crabs on the pages.
- The childminder assesses children's development through regular observations. She uses the information gained from her observations to plan meaningful activities that support children to achieve their next steps in development. For example, children develop their mark-making skills as they access writing boards. They confidently inform the childminder that they are drawing 'a baby car'.
- Children develop a good understanding of the importance of healthy eating. They harvest their own healthy snacks, such as strawberries, from the childminder's garden. The childminder promotes young children's independence. For instance, children help to prepare their lunch and lay the table.
- The childminder plans a stimulating curriculum, which takes account of children's individual needs and interests. She makes sure that resources are easily

accessible and changed regularly to secure children's engagement. Parents are updated daily about the activities their children have taken part in, and they are sent photos. The childminder provides them with detailed information about what their children need to learn next and how they could further support this at home.

- Overall, the childminder converses with children effectively. For example, she models good language and asks open-ended questions. However, she does not provide opportunities for children to use, see and hear their home languages within the setting, to extend their language development even further.
- Partnerships with parents are sound. The childminder liaises well with them when children first start with her. This helps her to obtain information about individual children in order to respond to their needs and interests. This supports children to settle with ease into her care. Parents comment that the childminder is experienced, reliable and passionate about her job.
- The childminder provides children with a good range of activities that support them to develop strength and control in their hands and fingers. For example, children skilfully hide letters in dough, using their fingers, and they mould dough into balls. This helps to strengthen children's muscles in readiness for using writing tools.
- The childminder evaluates her practice regularly. She discusses activity ideas and best practice with other local childminders and home childcarers. This helps her to keep up to date with new ideas and to keep children motivated to learn.
- The childminder has completed a wealth of training to continue to develop her effective knowledge and skills. For instance, she has completed courses on caring for babies. This has helped the childminder to update her knowledge in preparation for the care of younger children due to start in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of safeguarding and child protection issues. She completed training to keep her knowledge of legislation updated. The childminder has a good understanding of the signs that may indicate a concern about children's welfare. This includes abuse, breast ironing and extremism. The childminder knows to whom to refer concerns. She regularly assesses risks in her home environment and during outings in the community. The childminder helps children to learn about keeping safe. For example, she teaches them about road safety.

What does the setting need to do to improve?

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

- increase opportunities for children to use, see and hear their home languages

within the setting.

Setting details

Unique reference number	122915
Local authority	Wandsworth
Inspection number	10289519
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	28 November 2017

Information about this early years setting

The childminder registered in 1989. She lives in the London Borough of Wandsworth. The childminder operates her service all year round, from 8am to 6pm, Monday to Thursday.

Information about this inspection

Inspector

Trisha Edward

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 setting.
- 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.
- To evaluate the quality of education, the inspector observed a range of activities and interactions between the childminder and children.
- The childminder and the inspector completed a joint observation. They discussed the learning that took place following an activity.
- The inspector took account of parents' verbal 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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