

Childminder report

Inspection date: 11 September 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle happily in this warm, caring home. The childminder pays careful attention to each child's needs and ensures that she maintains their home care routines when children first start. She interacts warmly with children, for example by smiling at the children and using a gentle tone of voice. The childminder values each child and has high expectations of them. She explains why some behaviour is not acceptable and uses praise to promote positive behaviour.

The curriculum is interesting and stimulating. Children make good progress and gain valuable skills in preparation for school. Children develop good mathematical skills. For instance, the childminder teaches children to count as they pick apples from the tree in the garden and put them into baskets. The childminder uses mathematical language such as 'big' and 'small' to teach children about size. Children gain good physical skills. For example, the childminder ensures that children have daily opportunities to practise their climbing, running and balancing skills on frames and wheeled toys. Children learn to take turns as they climb up the ladder to go down the slide. The childminder ensures that children have nutritious, freshly prepared meals and snacks and teaches them the value of eating well.

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

- Children gain a good understanding of the world. For instance, the childminder teaches children how things grow by planting daffodil bulbs and sunflower seeds with children. She takes children on walks to point out and talk about the changes in seasons.
- The childminder helps children to gain an understanding about difference. For instance, she reads stories and discusses special religious events, such as the Jewish New Year, Eid and Diwali. The childminder has a wide range of books, toys and resources that reflect diverse cultures and ethnicities.
- The childminder supports children's language and literacy skills effectively. For instance, she reads stories and sings nursery rhymes and songs to teach children new words. The childminder uses a range of resources, such as puppets, to support children's developing communication skills.
- The childminder provides good experiences to support children's creative skills. For example, they take part in cutting, sticking and painting activities using a wide variety of tools and materials. Children use materials, such as play dough, to make models and explore textures.
- Children learn how to do things for themselves. For instance, they take off their shoes and coats when they arrive and put them away. Children learn to wipe their noses and dispose of tissues hygienically.
- Children behave in safe ways. For example, the childminder teaches children how to act with care and caution when crossing the road. She teaches them how

to use tools, such as scissors, safely.

- Children learn about different feelings, for instance, the childminder plays simple games with children where they learn about different emotions. She talks with them about how they are feeling each day.
- The childminder works successfully with parents. She uses a range of effective ways to keep them regularly updated on children's progress, such as secure electronic messaging and daily conversations. The childminder supports parents to help children in their learning. They borrow books from the nursery to read with their children.
- The childminder helps children to develop good oral hygiene awareness through different activities, such as toothbrushing, stories and games.
- The childminder is very keen to ensure that her skills and knowledge are kept up to date. For example, she has attended different courses, such as supporting children's mental health, which have led to greater awareness.
- The childminder reviews her work and identifies clear goals to build improvements. She plans to attend training on how to use nature more in her work with children.
- Generally, the childminder questions children effectively. However, at times, the childminder does not give children enough time to think and respond to questions to develop their thinking skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean and safe home to protect children from harm. She carries out risk assessments, indoors and outdoors, to reduce the risk of hazards. The childminder has good safeguarding knowledge. She knows what to look out for that might indicate that a child is at risk of abuse. The childminder understands the procedures she must follow to report her concerns to protect children from harm. She undergoes regular safeguarding training to keep her knowledge up to date.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions to support their thinking skills further.

Setting details

Unique reference number	EY497036
Local authority	Wandsworth
Inspection number	10308577
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	6
Number of children on roll	4
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2015. She lives in Tooting, in the London Borough of Wandsworth. The childminder provides care for children from Monday to Thursday, from 8.30am to 5pm, during term time. She accepts funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 that into account in their evaluation of the childminder.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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