

Childminder report

Inspection date: 3 November 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 have close, strong bonds with the childminder and settle happily in her care. She knows and values each child highly and takes time to find out about their interests. The childminder ensures that activities reflect children's current interests so that they enjoy learning. She has high expectations of children, who behave well. The childminder manages their behaviour by explaining why some behaviour is not acceptable and helps children to find a fair resolution. Children learn to share and take turns when, for instance, they build with construction sets or play board games.

The curriculum is varied and interesting, and children make good progress. Children have good physical skills. For example, the childminder takes children to local parks, where they have a range of opportunities to learn to balance, jump and climb. They develop good small-muscle control by, for instance, using paintbrushes to create pictures and manipulating play dough to make models. Children gain good mathematical skills. For example, they pair and match items according to colour and sing number songs and rhymes to learn how to count. The childminder uses mathematical language, such as 'long' and 'short', to support children's understanding of length. The childminder provides healthy routines for children, such as daily physical challenges to promote children's good health, as well as nutritious meals and snacks.

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

- Children learn about the world around them. For instance, the childminder takes children to the local common to observe and talk about ducks, snails and other creatures. She points out changes in weather and seasons and discusses this with children.
- The childminder teaches children about difference effectively. For example, she provides a wide range of toys and resources, such as puzzles, dolls and play people, that reflect different races and cultures. The childminder reads books to children that have characters from various religions and cultures.
- The childminder helps children to gain good communication, language and literacy skills. For instance, she takes children to the local library song-and-rhyme sessions and to browse through books. The childminder uses flash cards of everyday objects to teach children new words.
- The childminder supports children's creative development well. For instance, she provides play dough for children to create their own models. Children use different tools and materials to draw and paint pictures.
- Children learn how to do things for themselves. For instance, they learn how to peel fruit at snack time, and the childminder teaches children how to put their shoes and socks on. Children help to tidy up when they have finished playing.

- Children behave in safe ways. For example, the childminder teaches children to walk indoors and how to use furniture appropriately. She teaches children how to act with care and caution when they cross the road. The childminder teaches children how to use tools safely, such as scissors.
- The childminder has good partnership working with parents. She provides them with daily updates on children's well-being and progress. The childminder works closely with parents to support children's development, such as weaning or potty training.
- The childminder is committed to improving her skills and knowledge. For instance, she visits useful websites for childminders to obtain current information on early years matters. The childminder meets with other childminders regularly to exchange ideas for best practice.
- The childminder evaluates her work regularly and sets goals to build ongoing improvement. For example, she plans to attend a training course on how to support children with special educational needs and/or disabilities.
- The childminder has begun to teach children about how to keep their teeth and gums healthy. For example, she talks to them about the need to brush their teeth regularly. However, this has not been developed to support children's awareness more fully.
- The childminder sometimes teaches children about a few emotions, such as feeling 'happy' and 'sad'. However, this not been fully developed to cover a wider range of emotions to support children's understanding further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is regularly cleaned to reduce the risk of infection. She checks all parts of her home, toys and resources to reduce the risk of hazards. The childminder has good safeguarding knowledge. She knows the signs to be alert to that may indicate that a child is at risk of abuse. The childminder understands the procedures to follow to report her concerns to protect children from harm. She attends training to update her safeguarding knowledge.

What does the setting need to do to improve?

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

- develop children's awareness of the importance of good oral hygiene further
- develop children's understanding of different feelings to further support their understanding of themselves and others.

Setting details

Unique reference number	EY461867
Local authority	Wandsworth
Inspection number	10308411
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	2
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2013. She lives in Wimbledon, in the London Borough of Wandsworth. The childminder provides care for children from Monday to Friday, 8am to 6pm, all year round, and is closed on public bank holidays.

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 setting.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, 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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