

Childminder report

Inspection date:

21 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of this excellent childminder. She plans a wealth of enticing opportunities that effectively promote children's thinking, problem-solving and observation skills. For example, children discover mixing blue and yellow makes green as they paint melting ice. They enjoy regular opportunities to learn about nature during trips, such as to Kew Gardens and 'Muddy Mondays' at the nearby common.

The childminder is an extremely knowledgeable and nurturing practitioner. She listens and values all that children have to say. Children arrive at her home and immediately settle down to play and learn. They excitedly share their news stories from home with the childminder. Babies comfortably sit on the childminder's lap. They are full of smiles and giggles as the childminder plays and interacts with them. Children show they feel safe and at home in her care.

The childminder has high standards for children's behaviour and good manners. Children emulate her pleasant attitude. They carefully handle the resources and have regard for each other. Children readily say please and thank you.

The childminder promotes and embeds children's independence skills. She knows when to stand back and when to intervene to support children with their self-care. Children learn to competently dress and undress themselves. They wear their own protective overalls and organise their belongings.

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

- The childminder ensures children benefit from individual attention. She intuitively adapts activities, so children at different stages of development are included and appropriately challenged. For example, babies sing along with familiar rhymes while children learn the names of different animals from games, such as 'What's in the bag?'
- Children display impressive resilience and determination as they play. The childminder sits close as children persist to wind up miniature toys. Outdoors, children keep trying until they succeed at using a wand to create giant bubbles. The childminder makes effective use of such moments to extend children's vocabulary further. Children learn to use words, such as 'topple' and 'waddling', to describe movement.
- The childminder innovatively promotes children's love of books and stories. Children eagerly open the advent 'envelope of the day', to reveal their favourite stories. They snuggle close with the childminder with their full attention to hear her read 'Mog's First Christmas', for example.
- The childminder is highly effective at promoting children's speech and language.

She models clear speaking as she plays with children. Children respond to her effective questions using correct tense and babies clearly pronounce words. The childminder builds on children's conversations. This enables them to coherently recall past and present experiences. For example, children learn to accurately describe the stages of their cooking activities from earlier in the week.

- The childminder thoughtfully encourages young children's respect for other people and communities. Children learn aspects of other customs as they explore sensory baskets containing cultural items. For instance, they learn that some people use prayer mats during Eid.
- The childminder has a deep understanding of where children are in their development. This helps her to quickly identify areas where they need further support. She adapts her curriculum to meet the learning needs of children. For example, when children have had limited experiences of sensory exploration. The childminder adopts a graduated approach to introducing children to creative messy play.
- The childminder is well established and has positive relationships with other childminders in the local area. She regularly meets with them to provide further opportunities for children to build strong social skills with other children.
- Parents describe the childminder as 'excellent'. They feel she has a strong commitment to supporting children's learning. Parents appreciate the wealth of interesting opportunities she provides for their children. The childminder combines the use of an online messaging system and app to communicate with parents. This ensures a regular two-way flow of information about children's routines and learning.
- The childminder is a highly reflective practitioner. Children's progress is at the forefront of her thinking as she evaluates the effectiveness of her provision. The childminder identifies relevant courses and has attended training to further her expertise in childcare. For example, she has completed training in sensory exploration. This has deepened her understanding of how to support children who struggle with regulating their emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her child protection responsibilities well. She knows what she must do should she have concerns about a child and the relevant agencies to contact. The childminder's risk assessment of all children's routines and activities is robust. She ensures she identifies and swiftly addresses hazards in her home and when outdoors. This ensures children of different ages play safely together. Children develop a good understanding of how to stay safe outdoors. For example, they know they must stop and listen for passing traffic before crossing the road with the childminder.

Setting details

Unique reference number	EY499045
Local authority	Wandsworth
Inspection number	10320893
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 June 2018

Information about this early years setting

The childminder registered in 2016. She lives in the London Borough of Wandsworth. She offers her service from 7.45am until 6pm on Monday to Thursday, during term time only. The childminder holds early years professional status.

Information about this inspection

Inspector

Olivia Awolola

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 childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector accompanied the childminder and children on their daily walk for the school run.
- The inspector took account of parents spoken and written views.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of a science sensory-based activity with the childminder.

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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