

Childminder report

Inspection date: 21 December 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder is kind and attentive to children. She listens to their views and responds quickly to their needs. This helps children to feel valued and secure in her care. For example, they are confident to join in with activities, and they enjoy a comforting cuddle with the childminder when they wake from a nap. Children benefit from consistent routines and clear guidance for behaviour. For instance, the childminder teaches children to wash their hands at appropriate times and reminds them to say 'please' when they want something. She gives children plenty of praise, which motivates them to behave well. Children demonstrate good social skills. They are caring towards others and enjoy being helpful.

The childminder has high expectations for children and provides a broad curriculum to support all areas of their development. She monitors their progress over time and plans specific ways to continue their learning. The childminder designs the activities around children's individual interests. This engages children well and helps them to enjoy their learning. For example, children have great fun as they join in with action songs and rhymes. At the same time, they learn to coordinate their movements and to name different parts of the body.

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

- The childminder displays a supportive and encouraging approach to teaching, which helps to enhance children's positive attitudes to learning. For instance, the childminder shows children how to join construction blocks to create tall towers. This captures children's interest and motivates them to have a go. They enjoy the childminder's praise, which stimulates them to persevere and rebuild the towers each time that they fall.
- The childminder understands that children need good communication skills to support all areas of their learning. She ensures that children have opportunities to hear and use new words, such as through sharing songs and stories. However, at times, she misses opportunities to further aid their language development. For example, when children mispronounce words, the childminder does not always model the correct forms of speech back to them.
- Children experience regular outings with the childminder, which help them to learn about their local environment and community. For instance, children visit the local library, parks and playgroups. They meet a wide range of people and develop confidence in new social situations.
- The childminder provides interesting and meaningful experiences to support children's understanding of diversity. For example, during Black History Month, children visited an art gallery with the childminder. They learned about the different ways that people express themselves creatively and had fun making their own unique artwork.

- Children enjoy an active and healthy lifestyle with the childminder. She provides freshly prepared and nutritious meals and snacks throughout the day. These support children to make healthy choices about what they eat. Children benefit from daily opportunities to be physically active outdoors, which help to promote their physical health and well-being.
- The childminder forms effective partnerships with other childcare professionals to help enhance her practice and promote good outcomes for children. For instance, the childminder attends settling-in sessions with children when they start nursery. This enables her to share relevant information with nursery staff to support a consistent approach to children's care and learning.
- Parents describe the childminder as nurturing and trustworthy. They are delighted with the care and learning experiences that she provides for children. For example, parents comment on the good opportunities for outdoor play, which help to support their children's physical development. Parents state that the childminder keeps them well informed of their children's progress and supports them with issues, such as children's potty training.
- The childminder and her co-childminder reflect on their practise together and look for ways that they can improve the experiences for children. For example, the childminder recognises that some children have not visited a library before. Therefore, she incorporates visits to the local library into the weekly routine. The childminder describes how this enhances children's interest in books and reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She accesses training to maintain a secure understanding of safeguarding issues. This includes matters, such as the risks to children from extreme views and online abuse. She knows the signs of child abuse and the procedures to follow should she have any concerns about a child's welfare. The childminder knows what to do if there are concerns or allegations made about herself or her co-childminder. She uses risk assessments effectively to help keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- strengthen further the quality of interactions with children to support their communication and language skills to the highest level.

Setting details

Unique reference number	2631058
Local authority	Wandsworth
Inspection number	10301090
Type of provision	Childminder
Registers	Early Years 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	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the London Borough of Wandsworth. The childminder works with her husband, who is also a registered childminder. They operate throughout most of the year, from 7.30am to 6.30pm, Monday to Friday.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the childminder.
- The childminder showed the inspector the areas of her home used for childminding, she discussed the curriculum for children and how the setting is organised.
- The inspector observed a range of learning experiences. She evaluated the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback. She also observed and spoke to children to help assess their experiences of the setting.
- The childminder ensured that relevant documents were available for the inspector to view.

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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