

Childminder report

Inspection date: 26 February 2024

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 form close bonds and are well cared for by this gentle, welcoming childminder. Toddlers come for reassuring cuddles when they are unsure of visitors in the home. They are happy and safe in her home-from-home environment. Children confidently move freely around and choose what they want to play with. The childminder gets down on children's level to play alongside them to support their learning and enjoyment. Children behave well and the childminder has high expectations of them. The childminder is skilled at gently reminding children to handle the books and toys with care.

The childminder encourages children to develop their early literacy skills through enjoyable experiences. For example, she takes them on weekly trips to the local library for rhyme time music and movement sessions. Children enjoy books and story times with the childminder and borrow books to take home. They practise their early writing skills as they access a magnetic drawing board to create marks. These experiences help children to develop their early reading and writing skills. The childminder encourages young children's creativity and imagination from an early age. Toddlers enjoy accessing the small world animals and learn their names and the sounds they make. They use their creativity as they build towers with brightly coloured bricks.

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

- The childminder works closely with parents at the start of the contract. She ensures that she gains key information about children's languages, dietary needs, starting points and interests. The childminder effectively uses this information to create a curriculum that meets the individual needs of children. Her regular observations of the children help her to identify next steps for children's learning. This supports children to make good progress from their individual starting points and abilities.
- Young children's problem-solving skills are encouraged as they access peg puzzles. Their hand-to-eye coordination and finger muscles are developed as they pick up and grasp pieces to slot into the appropriate space. They concentrate well and persevere as they manipulate the pieces to see if they fit. The childminder introduces mathematical concepts to children as she models counting the building bricks during play and uses lots of mathematical language.
- Good attention is given towards supporting children's health. They take part in effective hygiene routines as they wash their hands before meals. The childminder ensures all meals provided by parents are stored and heated up well to promote children's well-being. For example, she stirs food and checks the temperature before handing it to children. Toddler's independence is developed as they confidently feed themselves. They have daily opportunities to access

fresh air and exercise. Children visit soft play areas to practise their developing physical skills.

- The childminder provides opportunities for young children to hear new language as they play. She models and extends language through many conversations, singing and reading stories. However, for children who speak English as an additional language, the childminder's self-evaluation is not incisive enough to promote their communication skills even further.
- Children have daily opportunities to be outdoors and visit places within the local community. For example, they visit the playgroups, parks, the common and the library. They observe the natural world as they visit the ducks at the local pond. The childminder encourages children to observe changes across the seasons by exploring the signs of autumn and winter through nature walks. They collect leaves and conkers to create collages. This helps children to develop their awareness of the world around them and their social skills.
- Effective partnerships with parents help support children's ongoing development and consistency in their learning. The two-way communication with parents ensures they receive daily information about their children's day and activities that they have enjoyed. Parents comment that the childminder is caring and always takes children out weather permitting.
- The childminder attends trainings to further strengthen her teaching practice. For example, after completing training on outdoor play, she is now providing more exciting experiences for children who prefer to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop ways to evaluate practice and identify plans to promote children's home language within the setting.

Setting details

Unique reference number	122934
Local authority	Wandsworth
Inspection number	10307967
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 1992 and lives in Balham, located in the London Borough of Wandsworth. She operates all year round from 8am to 6pm, Monday to Thursday, except bank holidays and family holidays.

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 that into account in their evaluation of the childminder.
- 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.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education
- 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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