

Childminder report

Inspection date: 6 March 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	Met
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What is it like to attend this early years setting?

The provision is good

Children develop strong relationships with the childminder. They look to her for reassurance as they explore new experiences. Children demonstrate they feel safe and secure in the childminder's care. They enjoy snuggling into the childminder's lap to share books and listen to stories. Children behave extremely well. They learn to be respectful of others and to share. For example, young children are keen to share their fruit snacks with the childminder.

The childminder follows children's interests to engage them in activities, which helps them develop positive attitudes to learning. Children are curious about the resources that are set out. They learn to persevere, such as they gain the skills to put shapes into a shape sorter. The childminder gives children lots of praise and encouragement, which supports their self-esteem.

The childminder is ambitious for children's learning. She has a clear plan for what she wants children to learn. The childminder identifies children's stage of development and provides suitable activities to stimulate their learning. The childminder plans regular visits to local playgroups. This gives children opportunities to socialise with other children, which helps to prepare them for the next stage in their learning.

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

- Children demonstrate that they remember what they have been taught, such as the names of shapes and the actions to songs. The childminder identifies what each child needs to learn next and plans meaningful play that supports their learning across the early years foundation stage. As a result, children make good progress.
- The childminder pays close attention to children's engagement in the planned activities. She notices when they are losing attention and quickly moves on to new activities. On occasion, the childminder does not give children as many opportunities to initiate their own play ideas. However, this does not impact on children engaging in their play most of the time.
- Children's communication and language development is well supported. They excitedly join in with familiar songs and rhymes, which help them to develop confidence to make sounds and use single words. The childminder extends children's vocabulary by using words, such as 'excavate', when they play with a toy digger. She repeats back the correct pronunciation of words, so children hear the correct words which further supports their development.
- Toddlers develop their physical skills. They gain confidence to explore new textures with their fingers, such as wet sand. Over time, children develop their hand-eye coordination as they practise scooping up the sand to fill pots. Children

gain further control of their movements, such as they learn to make marks with pencils and crayons.

- Children learn skills to help them to become independent. They make choices about which book to look at and help themselves to their drink throughout the day. The childminder teaches children to wash their hands before meals, which means children begin to learn about good hygiene routines for later life.
- The childminder has high expectations for children's behaviour. Children help the childminder to put toys away when they have finished playing and show concern about sand that has spilled on the floor. This shows they develop an understanding of the childminder's expectations.
- The childminder keeps her knowledge up to date and has a good understanding of the early years foundation stage. She seeks support from the local authority when she needs advice or guidance, and accesses online refresher training as required, such as paediatric first aid.

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:

- enhance opportunities for children to initiate their own ideas and play, so they can extend their learning even further.

Setting details

Unique reference number	EY406070
Local authority	Wandsworth
Inspection number	10301247
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	29 January 2018

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Wandsworth. She provides care all year round, from 8am and 6pm, Monday to Friday.

Information about this inspection

Inspector

Kyrstie Gennoe

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 childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Children interacted with the inspector during the inspection.
- The inspector spoke to parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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