

Childminder report

Inspection date: 20 August 2025

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

The childminder's approach is warm and consistent, helping children feel safe, valued and supported. Her kind and sensitive interactions foster children's emotional security and enable them to build strong attachments. Children show that they feel happy and settled. They talk comfortably to the childminder and her assistants and involve them in their play. The childminder has high expectations for children's behaviour. She recognises when children are tired or frustrated and responds calmly and appropriately, offering comfort, redirection or new activities. The childminder models how to treat others with respect and explains the impact of unwanted behaviour. This helps children to understand the expectations and regulate their behaviour independently.

The childminder provides an ambitious curriculum that enables children to build on what they know and can do. She supports children's communication skills very well through lots of songs, stories and language-rich interactions. The childminder encourages children to manage their own personal care, such as putting on their shoes and pouring their drinking water. This sets them up well for starting nursery or school. The childminder plans activities around the things that children enjoy. Therefore, children have fun and develop positive attitudes to learning. For example, the childminder knows that children love making pretend food from dough. As children play, she skilfully supports conversations about healthy eating and encourages them to count and compare sizes.

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

- The childminder has a secure understanding of child development and knows the children very well. She identifies where they need extra help to achieve their full potential and carefully plans the curriculum to help close any gaps in their learning. For instance, activities include lots of opportunities for turn-taking to support children who find this challenging. The childminder works effectively with parents to ensure consistent support for children. As a result, all children make good progress.
- The childminder values children's individuality and promotes an inclusive environment. For instance, she uses words and phrases in children's home languages to support their communication and sense of belonging. The childminder provides some opportunities for children to learn about different cultures and annual events, such as Eid, Diwali and Christmas. However, she does not always consider a more consistent approach to teaching children about people and communities outside of their own experiences.
- The childminder ensures that children are physically active and play outdoors each day. She provides nutritious meals and snacks and talks to them about the benefits of healthy eating. The childminder teaches children good hygiene

routines, including how to use the toilet and wash their hands independently. This supports children to develop healthy lifestyle habits.

- The childminder takes children on regular outings within the community, such as to the local common and playgroup. She uses these visits to give children new experiences and to introduce them to different environments. This helps children to develop confidence in different social situations.
- The childminder supports children's behaviour with kindness and sensitivity. She teaches them to recognise emotions and make links between behaviour and feelings. Children learn that positive actions, such as being kind and playing cooperatively, lead to feelings of happiness and success. Therefore, they are generally very keen to do their best.
- The childminder ensures that she and her assistants regularly renew mandatory training to help them keep children safe and well in their care. She guides her assistants' practice, and they work together to enhance the provision for children. For instance, they have recently focussed on developing children's interest in nature, providing hands-on experiences such as observing the life cycle of butterflies.
- The childminder understands the importance of strong partnerships with parents to support children's care and learning. She keeps them fully informed of their children's daily routines and activities. This includes sharing photos using an online application. The childminder regularly discusses children's development and next steps in learning with parents so that they can support these together. Parents are highly complementary about the childminder's provision.

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:

- extend children's opportunities to learn about other people's similarities and differences outside of their own communities and experiences.

Setting details

Unique reference number	EY403359
Local authority	Wandsworth
Inspection number	10398662
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	6
Date of previous inspection	5 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Wandsworth. She operates her provision from 8am to 6pm, Monday to Friday, throughout most of the year. The childminder works with assistants. She offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She explained how she organises the provision to support children's care and learning needs.
- The inspector observed the quality of education provided and assessed the impact that this has on children's learning.
- The inspector considered parents' views from their written feedback. She also observed and spoke to the childminder's assistants and the children to find out about their experiences in the setting.
- The childminder discussed how she manages her provision and ensured that relevant documentation was 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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