

Childminder report

Inspection date: 20 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a welcoming homely environment. Children demonstrate they feel safe and secure under their care and form strong attachments. The childminder works with her assistant to inspire children to be kind and respectful. Children of all ages build strong bonds as they play together, sharing toys and experiences. These interactions develop children's understanding of others and social relationships. The childminder knows children well and sensitively acknowledges when they are tired, hungry or need help. Children show a clear understanding of the well-established routines. For example, they readily help to tidy up and bring their chairs, in preparation for lunch.

The childminder designs a meaningful curriculum. She prioritises children's communication and language skills, as well as their personal, social and emotional development. The childminder plans opportunities for children to extend their vocabularies. She introduces new words, such as 'perseverance', which older children use in their play and demonstrate their understanding. The childminder and her assistant act as good role models for children. They are kind and show respect towards all. The childminder readily resolves minor conflicts. She encourages and praises children to resolve these through positive discussions. This supports children to develop an awareness of their own feelings and those of others.

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

- The childminder knows what she wants children to learn and shares this information with her assistant. She works closely with her assistant to provide children with consistency and continuity in their learning. Children demonstrate that they embed their prior learning. For example, they readily create structures with magnetic blocks and link the names of 'cubes' and 'triangles' to a previous group activity.
- Children develop their language skills well, overall. They talk confidently about what they are doing while they play and readily sing songs to their friends. The childminder gets down to children's level and responds to them. She uses these opportunities to extend their language even further.
- The childminder and her assistant work closely together to evaluate their practice. They ensure that required training, such as safeguarding and paediatric first aid, is completed on a regular basis. However, the childminder does not always target professional development opportunities to raise her and her assistant's knowledge of teaching and learning to an even higher level.
- The childminder ensures that the home is safe and suitable before children arrive. She completes risk assessments and puts preventative measures in place to keep children safe. For example, the childminder uses a stairgate when she is

in the kitchen to ensure that children cannot leave the lounge area.

- The childminder purposely chooses books that reflect children's emerging interests. She provides books that support children's significant developmental stages, such as building independence in toileting and understanding emotions. Children confidently ask the childminder for help when looking for their favourite book. The childminder understands how this helps children to build strong foundations to support their future education and for life.
- Children develop their physical skills well. They benefit from opportunities to visit the park and the local environment. Children move confidently and freely around the home as they select resources that interest them. Younger children enjoy developing their gross motor skills, such as they use push toys to navigate obstacles safely.
- Parents give positive feedback about the childminder and her assistant. They say that their children have settled in well and form trusting relationships at the childminder's home. Parents say that they have opportunities to discuss their children's care and development.
- The childminder uses effective strategies to support partnerships with parents. She works closely with parents to help identify children's starting points in learning. The childminder regularly shares information with parents about their children's care and learning and how parents can support their children's learning further at home. This effective two-way communication helps to provide continuity and consistency in children's care and learning. However, the childminder does not extend this information-sharing fully with other settings that children attend.

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:

- seek further ways to identify professional development opportunities that focus on developing a deeper knowledge and understanding of teaching and learning
- review and enhance links with other settings that children attend to provide opportunities to share information on children's care and education.

Setting details

Unique reference number	122968
Local authority	Wandsworth
Inspection number	10307968
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	0 to 4
Total number of places	12
Number of children on roll	5
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 1998. She lives in Wandsworth, London. The childminder works with a registered assistant. She operates for most of the year, from 8.30am to 6pm, Tuesday to Friday. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Megan McClellan

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

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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