

Childminder report

Inspection date:

15 September 2025 - 8 October 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are content and enjoy their time with the childminder. The childminder ensures that she gives children's emotional security a high priority so that they are comfortable in their environment. She supports children who are new to the setting to settle well. The childminder offers children consistent nurturing comfort. She remains close to provide children with cuddles and sensitive reassurance. This helps children to become familiar with their new environment and builds their confidence.

The childminder plans her curriculum to support children to make good progress in their learning. She uses daily outings to help children expand their knowledge, skills and experiences. The childminder helps children to develop their physical skills during regular trips to the park and soft-play centres, where they build strength and coordination.

The childminder gives songs and stories a priority. She supports children to develop their communication and language skills. Children know a wide range of songs and use dance and movement to express themselves. They excitedly talk about the spider they see in a picture book and spontaneously and enthusiastically sing 'Incy Wincy Spider'. The childminder supports children with their behaviour to promote a harmonious environment.

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

- The childminder is evaluative and considers how she can improve her setting. She has identified that reorganising some of her resources will help children to access equipment more freely to provide more choice and variety. The childminder keeps her mandatory training up to date, such as first-aid training. However, she does not focus on other professional development opportunities to expand her knowledge and skills to support children's learning further. For example, the childminder has not considered how to extend and enhance her curriculum to maximise children's learning opportunities.
- The childminder carefully checks how each child is developing and understands what they need to learn next. When children first start, she gathers useful information from parents about children's starting points. The childminder uses her time well to provide children with varied learning opportunities. Indoors, children engage in role play, where they use a pretend tea set imaginatively. The childminder consistently provides warm and supportive interactions. She comments on what children do and joins in with their play. Children pretend to make tea and cool the food because it is hot. The childminder extends children's play by encouraging children to use the role-play kitchen to 'cook' the food and talks about how the oven operates. This supports children to learn new concepts

and develop their vocabulary.

- Children learn to manage their feelings and behaviour. The childminder recognises that young children may struggle to share resources and offers gentle support. She reinforces the message that 'sharing is caring'. Children are helpful and are keen to help to put the toys away when the childminder sings the tidy-up song. They show increased levels of independence as they put their shoes on to go outside to play. Children learn to manage utensils when feeding themselves.
- The childminder supports children's health well. Children have many opportunities to be physical and demonstrate good coordination as they play with balls and wheeled toys. Children benefit from a range of freshly cooked meals and snacks. The childminder supports children to learn about what foods are good for them and encourages them to try new things.
- Partnerships with parents and carers are good. The childminder regularly shares information with parents about their children's achievements and progress. She helps parents with ideas of how they can also support their children's learning at home. Messages from parents show they value the range of outings that children experience. They comment that they enjoy receiving photos of the activities their children take part in.
- The childminder engages with other professionals to support her work. She has clear systems in place to identify and support children with special educational needs and/or disabilities. The childminder understands the importance of working closely with parents and other professionals to support children's progress and to identify if early help is needed where necessary.

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 professional development opportunities to update knowledge and skills and to extend children's learning further.

Setting details

Unique reference number	2516248
Local authority	Wandsworth
Inspection number	10407157
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 June 2022

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Wandsworth. She offers her service all year round, from 7am to 6pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 2. She provides government-funded places for childcare.

Information about this inspection

Inspectors

Laura Brewer
Laura Brewer

Inspection activities

- The childminder and the inspector carried out a learning walk to discuss how the setting is organised and the curriculum is provided.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided a range of documentation for the inspector to sample 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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