

Childminder report

Inspection date: 5 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the childminder's welcoming home. They enjoy affectionate bonds with the childminder and come to her for a cuddle and reassurance. As a result, children feel safe and comfortable in her care. They become competent learners and make good progress in relation to their starting points.

Children behave well and show kindness towards each other. They access a wide variety of resources freely. Children play happily on their own as well as with their friends. They eagerly engage in two-way conversations with the childminder and relate their comments to their experiences at home. Children are inquisitive and confidently ask further questions to aid their understanding. For example, children notice an advent calendar on a shelf and ask who it belongs to. They explain that they too have one at home and use it every day. This helps children make sense of the world around them.

Children are becoming increasingly independent when managing their self-care. They demonstrate a good understanding of the daily routine. For example, on arrival, children immediately take off their coats and shoes. They carefully place their coat on pegs. Children know that after using the toilet, they need to wash their hands to keep them clean and the germs away. These skills help children to be prepared for their next stage in education.

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

- The childminder has high expectations for children in her care. She regularly assesses their learning and development. As a result, the childminder knows her children well. She uses this information to plan interesting activities related to all areas of the curriculum. For example, children correctly count the number of teeth on a picture of a snowman, and the childminder relates this number to their age. This helps to enhance children's knowledge further in meaningful ways.
- The childminder places a high priority on sharing fiction and non-fiction books. Children quickly become immersed in the story and concentrate well. Consequently, children are developing a real love for books. They say that their favourite thing to do at the childminder's house is to look at books. Children answer questions using expressive vocabulary. For example, they suggest that a character in the 'Gruffalo's Child' story may be cooking 'acorn pasta'. They have thoughtfully taken into account the story events taking place in the woods. This shows children's impressive imagination.
- The childminder strives to provide education and care of a high quality. For instance, she undertakes regular online training to increase her existing

knowledge and skills. Her most recent training involved learning about strategies used to identify gaps in children's development. The childminder swiftly sought help from outside professionals, which is resulting in positive outcomes for children. However, the childminder does not collaborate as successfully as possible with other early years settings that children attend. This does not fully support continuity and consistency in their development.

- The childminder values children's ideas, which supports their self-confidence. However, she is not fully effective at recognising the potential during activities to capture and extend children's interests and ideas, and link them to other areas of learning. This means that sometimes opportunities for children to develop a deeper understanding are limited.
- Children learn to adopt a healthy lifestyle. The childminder provides nutritious and balanced snacks and meals. Children readily try and enjoy eating a wide range of fruits and vegetables. They understand that sugary foods, such as chocolate, should be eaten in moderation to keep their bodies healthy. Children have ample opportunities to be physically active on their visits to the local park. As a result, their muscle strength and stamina are well developed.
- Parents speak fondly about the education and care their children receive with the childminder. They say that the childminder is 'an integral part' of their children's development and life. Parents value the good communication about their child's day and their ongoing progress. They are impressed with the childminder's attentive nature, which they feel has played a part in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge and understanding of how to keep children safe from harm. She is aware of possible indicators that a child may be at risk from abuse, including exposure to extremist views and behaviours. The childminder has a clear understanding of the procedures she needs to follow to report a concern about a child's welfare to the relevant agencies. She accesses training to ensure her knowledge is kept up to date. The childminder completes risk assessments to ensure children are safe in and out of her setting.

What does the setting need to do to improve?

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

- strengthen partnership working with other settings that children attend, to provide a more consistent approach to meeting their care, learning and development needs.
- make better use of opportunities that arise during activities to follow children's ideas to extend their learning to the next level.

Setting details

Unique reference number	2591719
Local authority	Wandsworth
Inspection number	10251261
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Wandsworth, London. The childminder operates her service on Monday, Tuesday and Thursday from 9am to 5.30pm, for most of the year. She currently holds a relevant childminding qualification at level 3. The childminder accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 her evaluation of the childminder.
- The inspector spent time with the childminder and carried out a learning walk to find out more about the provision and the curriculum.
- Children spoke to the inspector about what they like to do in the childminder's care.
- The inspector took parents' verbal and written views into account.
- The inspector observed the quality of education and the interactions between the childminder and children and assessed the impact of these on learning.
- The inspector looked at documents, such as paediatric first-aid qualifications and evidence of the suitability of those living and working on the premises.

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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