

Childminder report

Inspection date: 19 July 2023

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 settle quickly into the childminder's care. They have close bonds with him and the co-childminder and are growing in confidence. Children show that they are eager to join in, as they enthusiastically take part in activities. The childminder readily responds to children and encourages them to express their needs. Children enjoy following regular routines, such as putting away toys with others after play. Children are imaginative and learn to include others in their play. For example, they show strong relationships with their peers and like to play ball games together.

Children benefit from the childminder's good understanding of child development and learning. The childminder and his co-childminder identify where children need support in their learning and skilfully plan a curriculum to help them. All children make good progress in their learning. Children learn about mathematical concepts as they use the swings. For instance, they recite numbers with the childminder as they count the time they have left on the swings. They learn to identify shapes on a pathway. Children show good problem-solving skills and successfully learn how to rotate playground equipment.

Children are confident in their environment. They invite the childminder into their play and ask for support without hesitation. Children eagerly explore and make new discoveries. For example, they independently select spades and containers to investigate grass. They dig in the soil and use a range of resources to fill containers. The childminder uses opportunities such as these to encourage children to count and learn new words, such as 'surface' and 'deep'.

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

- The childminder and his co-childminder have high expectations regarding children's behaviour and support them to develop good manners. They offer praise and encouragement as children sing. The childminder encourages children to play together during outdoor play. He enthusiastically plays football with children and encourages their interactions, supporting them to share balls and take turns. Older children enjoy supporting their younger peers. For example, older children push playground roundabouts so that toddlers can have fun riding on them.
- The childminder warmly responds to children and encourages their interests. This helps children to progress effectively, including in their communication and language development. The childminder listens to children carefully, gives them time to think and respond, and encourages their use of new words.
- The childminder provides interesting resources and activities for children to explore, including learning about the life cycle of a butterfly in the garden.

Children's interest in learning about their world is enhanced through books, and they make regular visits to a library. Importantly, the children have frequent outdoor experiences, which supports their physical and emotional well-being. For example, there are daily visits to interesting local parks and places of interest, such as a nearby farm. This significantly enhances children's good health and wider learning opportunities across all areas of the curriculum.

- Children benefit from nutritious meals and learn how to use tools, such as knives and forks, safely.
- Children develop good levels of self-esteem and confidence. The childminder encourages children to develop resilience and independence. For example, children learn to climb into their multi-stroller from a young age. Children explore the natural world. They listen to different sounds in the environment, look for worms outside and discuss what they see and hear.
- The childminder works with parents to ensure that he understands how to support each child's well-being and development. He shares information with parents about their child's progress. With the co-childminder, he monitors children's progress carefully to identify any concerns in relation to their learning and development. However, the childminder does not always research relevant information and/or agencies in a timely manner to ensure that parents and children get any helpful advice as early as possible.
- The childminder supports children's communication and language effectively. He has high-quality interactions with children and engages in back-and-forth conversations. Children enjoy signing nursery rhymes as they go on daily outings. Older children learn new vocabulary. For example, children talk about 'articulated lorries' as they draw these with ground chalk.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding matters. He is meticulous about keeping his safeguarding training up to date so that he knows about any changes in legislation. The childminder knows the signs that might lead to concerns about a child's welfare. He has a thorough understanding of local safeguarding procedures. The setting is safe and secure, and the childminder carries out daily safety checks. He encourages children to help to tidy away toys to minimise hazards to their health and safety. Parents comment that the childminder shares policies and procedures with them and keeps them informed of any changes.

What does the setting need to do to improve?

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

- further develop partnerships with parents to ensure that they receive advice from external agencies as quickly as possible so that children are able to benefit

from relevant guidance.

Setting details

Unique reference number	2623257
Local authority	Wandsworth
Inspection number	10260228
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	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. They work with another childminder in their home. The childminder works Monday to Friday, for 44 weeks of the year.

Information about this inspection

Inspector

Mrig Divecha-Talker

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 talked about the different activities he provides to support children's learning and development. He held discussions with the inspector at appropriate times about his intentions for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The inspector observed the childminder interacting with children. She assessed the impact of his teaching on what children know and can do and discussed her observations with the childminder.
- The inspector talked to the children at appropriate times during the inspection.
- The inspector held conversations with parents and read their written comments to gain their views about their children's welfare and experiences.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023