

Childminder report

Inspection date: 21 December 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

The childminder provides a welcoming home-from-home setting for children. He is warm, caring and responsive to their needs. This helps children to form secure attachments with the childminder. They demonstrate that they feel safe, happy and settled in his care. The childminder knows the children well and plans the learning experiences around their individual interests and abilities. For example, he incorporates counting into the children's favourite games, such as hide and seek. This helps children to enjoy their early education and to develop a positive attitude to learning. They are confident to explore the resources independently and delight in joining in with activities led by adults.

The childminder has high expectations for children and provides a broad and ambitious curriculum. He encourages children to be independent and to do things for themselves. For instance, children learn to use cutlery competently and to wash their hands at appropriate times. The childminder is a good role model and encourages children to be polite and kind to others. Children behave well and develop a good range of skills to help them prepare for starting nursery or school. For example, they understand that they must help to tidy up the toys after play and assist the childminder willingly.

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

- The childminder sequences the children's learning effectively to help them progressively build on what they know and can do. For example, he provides lots of opportunities for them to practise their hand-eye coordination, such as by completing puzzles and joining together construction toys. This helps children to develop the small-muscle movements in their hands, in preparation for learning to write.
- The childminder recognises the importance of effective communication skills to support all areas of children's learning. He provides good opportunities for children to hear and say new words, such as through songs, stories and conversations. Children demonstrate that they understand and can follow instructions. For example, they point to different parts of their body in response to a familiar action rhyme.
- The childminder is responsive to children's ideas and opinions. He joins in with their play and encourages their efforts. This helps to support children's positive attitudes to learning. For example, the childminder comments on the long lines that children have drawn using crayons and pencils. He demonstrates how to create a wider range of marks. This motivates children to have a go and to try this out for themselves.
- Children learn about different people and communities in a variety of interesting and meaningful ways. For example, the childminder regularly cooks with children

and provides meals that reflect a wide range of countries and cultures. He ensures that the menus also include foods that children are familiar with from home. This helps children to understand and respect their similarities and differences.

- The childminder supports children to enjoy active and healthy lifestyles. For example, children have daily outdoor play experiences that include local walks and outings to parks and woodlands. The childminder provides nutritious meals for children and encourages them to try a variety of foods. Parents comment on how this has improved their children's diets and attitudes to healthy eating.
- The childminder and his co-childminder reflect on their provision together to check that they meet the needs of the children. The childminder ensures that he renews mandatory training regularly to help him keep children safe and well. However, he does not fully engage with other types of professional development to further enhance his teaching skills and the curriculum that he provides for children.
- The childminder works effectively with parents. He keeps them up to date about their children's progress and suggests ways that they can support their children's development at home. For example, the childminder offers ideas for vigorous outdoor play to further enhance children's physical strength and coordination. Parents value the nurturing relationships between the childminder and their children. They describe how this contributes to their children's emotional security.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. He knows how to identify the signs of abuse and harm. This includes issues, such as the risks from domestic abuse or radicalisation. The childminder knows the procedures he must follow if he is concerned about a child. He knows what to do if there is an allegation made about him or his co-childminder. The childminder has a range of robust procedures in place to promote the health and safety of children attending.

What does the setting need to do to improve?

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

- source a broad range of professional development to further enhance the early years foundation stage curriculum and support children's learning further.

Setting details

Unique reference number	2623909
Local authority	Wandsworth
Inspection number	10301088
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. He lives in the London Borough of Wandsworth. The childminder works with his wife, who is also a registered childminder. They operate throughout most of the year, from 7.30am to 6.30pm, Monday to Friday.

Information about this inspection

Inspector

Sarah Crawford

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 childminder showed the inspector the areas of his home used for childminding. He discussed the curriculum for children and how the setting is organised.
- The inspector observed a range of learning experiences. She evaluated the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback. She also observed and spoke to children to help assess their experiences of the setting.
- The childminder ensured that relevant documents were 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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