

Childminder report

Inspection date: 6 June 2024

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 they feel secure in this nurturing, warm and child-centred environment. They settle quickly into the childminder's care and develop loving relationships with her and their friends. They are confident to ask for hugs, which they are showered with and often turn into group hugs as other children join in. This helps to encourage children's emotional well-being. The childminder provides daily opportunities for children to extend and develop their social skills while on outings. For example, they visit the library, soft-play areas, the local common and parks. They learn key skills, such as developing new friendships and confidence in new situations.

Children benefit from a language-rich environment. The childminder is skilled in engaging children in meaningful discussions during play. Children learn to hold two-way conversations and are inquisitive learners, and they love asking 'why?' questions. They regularly sing as they play. The childminder introduces new vocabulary and uses key words and phrases in children's home language. This helps to support all children, including those who speak English as an additional language, to develop into skilful, confident communicators. The childminder is a positive role model who encourages children to show respect and consideration to one another. Children happily share resources and encourage turn-taking from a young age, telling their friends, 'You can go first.' Children's behaviour is good.

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

- Children skilfully develop their physical abilities as the childminder creates a masking-tape, floor game. This encourages children to listen and follow directions as they walk, jump and run in between the lines and circles on the floor. The childminder introduces new ways for children to be active outdoors as well as indoors effectively.
- The childminder regularly monitors and assesses children's progress. She uses her observations to identify meaningful next steps to narrow gaps in children's development. Activities are then planned to help children to strengthen these areas of development. The childminder keeps parents informed about their children's day and next steps through their daily discussions and messages. This open discussion helps to provide consistency in children's learning between home and the childminder's setting.
- Children are encouraged to count throughout the day. The childminder encourages them to count the number of soft balls that they throw into the back of the large truck. Young children use mathematical language with ease as they explain, 'The boy is jumping up and down.'
- The childminder promotes a healthy lifestyle with children. For example, children have tremendous fun making pitta bread pizzas with healthy toppings. The

childminder discusses the health benefits of the food with children, encouraging them to sample the different flavours before they create their pizzas. Children explore the tastes of toppings, such as olives, chicken, tomatoes, cheese and pineapple.

- Children have access to a well-resourced, role-play area and book corner. This helps to support children's imagination and literacy skills. They combine the areas as they sit independently and lovingly read stories to the doll on their lap.
- The childminder creates a varied curriculum, providing children with opportunities to learn about other religious and cultural celebrations. She introduces children to celebrations, such as Diwali, Easter and Christmas, and they do craft activities. However, the childminder does not plan sufficient opportunities for children to see positive images of diversity to further promote discussion and inclusive attitudes.
- Partnership with parents is strong and is established through an effective settling-in period. The childminder obtains key information about children's needs, starting points and comforters when they start. This helps children to move into her home with ease. Parents are very positive about the care their children receive. They comment, 'You have had a really positive impact on the development of our child and we could not asked for more.'
- The childminder often evaluates her practice to identify areas to improve children's learning and her practice. Children have visited the local dentist to develop their awareness of oral hygiene. The childminder intends to improve this further by introducing toothbrushing within her setting. She has a positive attitude towards her continued professional development. The childminder completes numerous courses to further to improve her good teaching skills.

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:

- increase opportunities to strengthen children's awareness of the similarities and differences between other people and cultures.

Setting details

Unique reference number	2653906
Local authority	Wandsworth
Inspection number	10350665
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 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the London Borough of Wandsworth. The childminder operates throughout the year, from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Trisha Edward

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 and the inspector completed a learning walk of the spaces that are used by the children and discussed the different activities she provides to support children's learning and development.
- At appropriate times during the inspection, the inspector spoke with the childminder and the children.
- The inspector observed the interactions between the childminder and the children. The childminder talked about the activities she plans and how they benefit children's development.
- A joint evaluation of an activity was completed with the childminder.
- The inspector took account the written feedback from parents.
- The childminder and the inspector held a meeting. The inspector looked at relevant documentation, including evidence of suitability and insurance.

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 2024