

Childminder report

Inspection date: 9 April 2025

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 thrive in this warm and inviting setting. They happily say goodbye to their parents and shut the door, indicating that they feel safe and secure. The childminder ensures that children's individual needs are met, promoting their emotional well-being. For example, children regularly run up for cuddles and are greeted warmly. The learning environment is bright and spacious, and children busily explore the many resources that support their interests. Children are prepared well for school and develop their independence. For instance, children are taught to put on their own coats and shoes and to recognise their name.

The childminder has a clear understanding of what she wants children to learn. She is eager to develop children's love of books and regularly reads stories and discusses the illustrations on each page. She uses a variety of different accents and tones to emphasise key characters, and her method of reading is both engaging and exciting. Children participate by carrying out actions and repeating familiar phrases. This increases children's involvement in stories and develops their listening skills.

Children benefit from fresh air. They develop their physical skills and strengthen their large-muscle movements as they ride on wheeled toys and kick footballs in the garden.

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

- The childminder carefully monitors children's development, checking that children do not fall behind in their learning. She uses her own experience and documentation to make accurate assessments. She observes children's development, identifying what they are learning and uses this to plan what they need to learn next.
- As soon as children and their families start, the childminder gets to know them well. She personalises her settling-in procedures to every individual child. This helps parents feel at ease and children quickly settle.
- The childminder promotes positive behaviour and encourages manners, such as saying 'please' and 'thank you'. Minor disagreements, such as sharing, are handled well. The childminder sensitively explains to children that they must wait until their friend has finished with a toy before they can have their turn.
- Children learn about the different cultures and religions in the wider community and develop a positive sense of identity. Books and toys reflect a diverse society, and children take part in a range of celebrations and festivals.
- The childminder supports children's language and communication skills effectively. She sits with children as they play and talks to them about what they are doing. The childminder builds on children's speech and language, helping

them to extend their vocabulary by introducing lots of new words. However, she does not use enough open-ended questions, which reduces children's opportunities to express their views and ideas.

- The childminder creates a curriculum that focuses on preparing children for the next stage of their education. For example, the childminder regularly includes learning about early mathematics in her activities. Children know some numerals and can put them in the correct order. Children are interested in their learning and engage for long periods as they begin to develop their knowledge of mathematical concepts.
- The childminder is reflective. She can identify good practice and shares improvements she would like to make to support children to move on to the next steps of their learning. The childminder has a good understanding of where children are in their development and shares ideas regularly with parents to support children to make good progress.
- Parents' feedback is very positive. They are extremely happy with the care that the children receive. They explain that their children love spending time with the childminder. Parents receive helpful advice and information about their children's progress with their language skills.
- Children learn about nature. Sessions are planned to teach children about insects that include practical observations and first-hand experiences. For example, children are fascinated when they come across a large spider when exploring mud and can link this to the song about Incy Wincy Spider.

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:

- use more open-ended questions to enable children to express their views and ideas and extend children's language skills to the next level.

Setting details

Unique reference number	2693715
Local authority	Wandsworth
Inspection number	10380306
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. The childminder operates flexible hours throughout the week, all year round, apart from family holidays. She works with a childminding assistant.

Information about this inspection

Inspector

Emma Mizzi

Inspection activities

- The childminder talked to the inspector about how they plan the curriculum and what they want the children to learn.
- The inspector observed the childminder's interactions with the children and considered the quality of teaching and the impact this had on children's learning.
- The inspector sampled a range of documents, including a paediatric first-aid certificate.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed activities, indoors and outdoors, and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and the inspector reviewed an activity together.

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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