

Childminder report

Inspection date:

23 June 2025 - 2 September 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 are settled and comfortable in this homely setting. The childminder takes time to settle children new to the setting and builds warm relationships with them. Children are curious learners who happily explore their environment. The childminder uses appropriate ways to manage children's behaviour, such as distraction techniques for younger children. As such, children behave well.

The curriculum is well balanced and offers children interesting and individually planned activities. The childminder has high expectations of children, and they make sound progress. The childminder shows children how to beat a drum and use a shaker. Children watch and have a go for themselves. This helps them to explore different sounds. She promotes children's physical development effectively. Younger children enjoy using indoor space to practise their crawling skills. The childminder takes children to the local park, where they learn to climb, run, jump and balance. Overall, these activities help children to gain some useful skills in preparation for their next stage of learning.

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

- The childminder demonstrates a clear understanding of each child's individual needs and abilities. She is able to consider what children already know and can do and build on this to enhance their learning and development. For example, she understands that some children are just beginning to take independent steps. Through praise and encouragement, children are confident to pull themselves up to stand and take steps towards the childminder, smiling and babbling as she celebrates their achievement.
- Children enjoy books that have a range of textures and make sounds. They excitedly reach for their favourite ones and pass them to the childminder to read to them. As they sit together, the children are generally well focused on interacting with the book. However, there are some occasions when the background music in the room distracts children from the childminder's activity.
- The childminder stores children's packed lunches appropriately and ensures that children have fresh drinking water accessible to them at all times. She actively encourages younger children to begin feeding themselves with cucumber sticks and allows them to explore their own spoons while being fed.
- The childminder teaches children about the world around them. For example, she points out birds and trees in the environment while outside. The childminder explains how the range of books she uses introduces even the youngest children to dinosaurs and technology.
- Children learn to do things for themselves in their play. They select toys from a wide range of accessible resources. The childminder teaches children how to tidy away toys when they are finished playing with them. She plays simple games

with children, which supports their turn-taking skills.

- The childminder keeps parents informed of their children's progress and activities. She does this in flexible ways, for example by talking to parents each day and sending secure electronic messages. The childminder works with parents to support children's development in areas such as weaning.
- The childminder understands how to seek support for children with special educational needs and/or disabilities. She speaks with parents to find out information about the child and is aware of other professionals to contact, with parental permission. The childminder observes all children regularly and organises activities to support their progress effectively.
- The childminder supervises young children closely as they play with cereal grains. They enjoy scooping and pouring grains from one container to another. The childminder encourages children to listen to the sound of the grains as they pour them. Children explore ice, and the childminder teaches children new words, such as 'cold' and 'ice'. This supports children's creativity and language development effectively.
- The childminder sings number songs and rhymes and counts objects with children to teach them counting skills. She teaches children the names of different shapes as they play with magnetic construction sets. Children gain sound mathematical skills.
- The childminder helps children to learn about different feelings. She observes when children show happiness and teaches them the name of this feeling. The childminder has a chart of different emotional expressions that she uses with older children to teach them about feelings. Children gain understanding of different emotions to support their well-being.

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:

- consider how background music is used when exploring stories and books to support children's full engagement.

Setting details

Unique reference number	2698832
Local authority	Wandsworth
Inspection number	10394724
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 7
Total number of places	2
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Tooting in the London Borough of Wandsworth. The childminder provides care for children from Monday to Thursday, from 8am to 6pm, during term time only. She provides government-funded childcare places.

Information about this inspection

Inspectors

Jenny Beckles
Danny Lydon-Williams

Inspection activities

- The inspection started on 23 June 2025. Inspectors returned on 2 September 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The childminder talked to the inspector about how she organises her provision and her curriculum while the inspector viewed the premises.
- The childminder carried out a planned activity and evaluated this with the inspector.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents during the inspection.

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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