

Childminder report

Inspection date: 12 June 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

The childminder demonstrates a strong commitment to caring for children. She forms close and trusting relationships that effectively support children's well-being. As a result, children are happy and feel secure in the setting. For instance, they enjoy counting and singing along with the childminder to nursery songs. Children also take delight in listening to stories being read to them. They have opportunities to share their thoughts and views, which shows their full engagement. Additionally, children demonstrate strong walking skills and other physical abilities, such as hopping and jumping. They are active and energetic, often receiving praise from the childminder. This approach builds on children's good levels of self-esteem and confidence.

The childminder's curriculum is age-appropriate and emphasises teaching children about safety. For example, during walks, the childminder gently reminds children of ways to minimise accidents. Over time, children have learnt to recognise potential dangers and how to behave outdoors. Without prompting, children express gratitude to car drivers who stop to let them cross the road. Children are polite and behave well. The childminder invests time engaging with children at their level and playing alongside them. This helps promote children's language and listening skills through conversation.

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

- The childminder develops an age-appropriate curriculum that focuses on engaging topics and children's interests. This curriculum includes regular opportunities for children to learn about their local community. For instance, during walks, the childminder encourages children to observe and reflect on their surroundings. This helps to increase children's awareness of their local area and promotes an understanding of diversity.
- The childminder uses her ongoing observations to assess children's learning and development. When she identifies that a child is at risk of falling behind, she collaborates closely with their parents to address any gaps in the child's learning. This approach helps children make good progress from their starting points. This includes improvements in children's behaviour. For example, she teaches children to listen and follow instructions well. Overall, the childminder has high expectations for children's learning. However, there are times during planned activities when she does not consistently extend what children already know and can do.
- Parents are very satisfied with the service provided by the childminder. They appreciate how she plans engaging activities and outings for their children. Parents especially value her warm and flexible approach towards her work. They find that their children learn good behaviours from the childminder. This trusting

partnership with parents fosters children's positive attitudes toward the setting. However, the childminder recognises the need to establish two-way communication with all settings that children attend. This is to promote a consistent approach to supporting children's care and education needs.

- Children are friendly and sociable. They show kindness and care for one another. For instance, older children remind the younger ones to hold their water bottles carefully to prevent spillage. This helps strengthen friendships among children.
- The childminder has completed mandatory training, such as safeguarding and first aid. This gives her up-to-date knowledge to help keep children safe. She has identified the need to enhance her teaching skills, such as when delivering the curriculum for mathematics. However, the childminder has not yet addressed this, which limits her ability to promote children's early mathematical skills to the highest level.
- The childminder encourages children to manage age-appropriate tasks, to promote their independence skills. For example, she asks children to put on their shoes as they get ready to go outdoors. Children do this competently. In addition, the childminder encourages children to wash their hands at appropriate times to promote their good health. Children learn healthy habits.
- The childminder involves other professionals, such as her early years advisor, to help evaluate her setting. One change she has recently made is storing toys and resources to ensure they are more accessible to children. This has increased children's motivation to make decisions about their play.

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 best to use the information from assessments to plan activities that extend children's learning
- build partnerships with all settings that children attend to establish a consistent approach to children's care and education
- engage in a more proactive approach to professional development to enhance the quality of teaching mathematics even further.

Setting details

Unique reference number	2699219
Local authority	Wandsworth
Inspection number	10398123
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	3 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Wandsworth. She offers her childcare services Monday to Friday, from 8am to 6pm, all year round. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector engaged with children at appropriate times during the inspection.
- Parents spoke with the inspector to share their views on the quality of the provision.
- The inspector accompanied the childminder and children on their walk to and from school.
- The childminder and inspector evaluated an indoor planned activity together.
- A sample of the required documentation was viewed, including the childminder's first-aid certificate.

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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