

Childminder report

Inspection date: 27 August 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 benefit from the childminder's strong focus on personal, social and emotional development. She supports children well to develop their confidence and build attachments from the start. This helps children to feel safe and secure. Children arrive happy to attend and know the routine well. They take off their shoes and find their named pegs, which promotes their independence and gives them a sense of belonging. The childminder is attentive to children's changing needs and provides cuddles and offers reassurance when needed. She actively encourages children to recognise and talk about their feelings, which helps them to manage their emotions and develop their language skills. As a result, children behave well.

The childminder plans a broad and exciting curriculum which builds on the previous experience of all children, including children from disadvantaged backgrounds. She offers a range of sensory play which promotes children's fine motor skills and increases their interaction with their peers. For example, children use rollers and cutters with the dough, scoop and pour water into different-sized containers and paint with their hands and with brushes. The childminder provides demonstrations and encourages children to try things for themselves. The childminder adapts activities to ensure all children learn and make good progress.

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

- The childminder gathers information from parents when children start at the setting. This helps her to plan her curriculum and extend children's learning experiences. The childminder uses observations and ongoing assessments to track children's progress. She addresses any gaps in children's learning and identifies next steps in their development. However, these are not consistently shared with parents, nor are ideas to help parents continue children's learning at home.
- The childminder promotes children's communication and language extremely well. She repeats sounds and engages younger children in back-and-forth interactions, helping them to develop their words. The childminder asks meaningful questions and provides commentary as children play. She introduces new vocabulary and gives children time to share their ideas and extend their sentences. This enables children to become confident communicators.
- Partnerships with parents are well established and the childminder shares daily information. She keeps parents updated on their children's routines and activities. Parents speak highly of the childminder and say their children are happy and enjoy attending. Parents say that their children have increased their language skills, independence and understanding of emotions.
- The childminder promotes diversity and inclusion and reflects this through her

resources. She regularly shares stories and plans activities to teach children about others' and their own uniqueness. They celebrate different religious and cultural festivals and go on trips in the local community. Children are supported to use their home languages alongside learning English.

- Children are encouraged to be independent and make choices. The childminder engages children in conversations and promotes their imaginations well. Children choose props and enjoy singing and playing instruments, which extends their communication and develops fine motor skills. Children listen well, help with tasks and share resources.
- Children enjoy a range of activities to support their physical development. They access the garden and use climbing apparatus at the park to increase their balance and coordination. The childminder provides nutritious snacks and meals and encourages children to eat healthily and drink water. Children learn about the importance of oral health and follow good hygiene routines.
- The childminder supports children to gain an understanding of numbers and mathematical concepts as they play. For example, children count and repeat numbers and make different-sized objects with the dough. They learn about height as they build with bricks, and capacity as they fill and empty containers with water. The childminder introduces new words and recaps on learning to check children's understanding.
- The childminder is passionate about her role and enjoys watching children achieve. She is proactive about keeping her knowledge and skills up to date and regularly shares new information with parents. The childminder reflects on her practice, she seeks views from parents and shares ideas with other childminders. This process supports her to evaluate her provision and make further improvements.

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:

- ensure all parents know their children's next steps and are supported with ideas to continue their children's learning at home.

Setting details

Unique reference number	2723266
Local authority	Wandsworth
Inspection number	10399012
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
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 Putney Vale, in the London Borough of Wandsworth. She works from Monday to Thursday between 8am and 6pm, throughout most of the year. The childminder has a relevant level 3 qualification and offers government funded childcare.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including a paediatric first-aid certificate, qualifications, insurance, and suitability checks.

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 2025