

Childminder report

Inspection date: 5 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder works alongside babies and older children to teach ambitious new language and skills. Children are keen to join in and learn new words. The childminder helps children to develop a love of stories. She spends time everyday reading books and singing songs with children. Children remember familiar stories and enjoy retelling them. They remember the actions and words to songs. Children develop fluency and use new vocabulary in their play.

The childminder has high expectations of children's behaviour. She clearly explains what she wants children to do. Children listen and respond. The childminder reminds children of her expectations when required. Children understand the rules of the setting. They know that these rules help to keep them safe. Children feel happy and relaxed. They take turns and share with their friends. Children behave well.

The childminder plans ambitious opportunities for children to take risks. In the garden, children crawl through the tunnel and play on the swings. They tackle increasingly tricky challenges. Babies spend extended time outside, allowing them to practise existing skills as well as learn new ones. All children are confident and happy. They enjoy being physically active. Children reach their developmental milestones.

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

- The childminder plans a curriculum with a clear intent. She aims to give children a wide range of experiences to help them develop skills and knowledge. Children enjoy learning. They celebrate their successes with the childminder. Children are well prepared for the next stage of their education.
- The childminder finds out what children know and can do. She uses this information to plan suitably challenging activities for the children. Children share their likes and dislikes with the childminder. She uses the children's interests to create activities that the children enjoy. Children have positive attitudes to learning.
- The childminder teaches children about the world around them. She plans regular trips to the local parks and farm. Children enjoy learning about animals and plants. When they return to the childminder's house, children plant seeds. They observe nature and learn about what plants and animals need to grow. Children are able to make links to prior learning. They remember long term what they have learnt.
- The childminder knows that some children may have gaps in their learning. She has a good knowledge of child development. The childminder is able to identify the steps children need to learn to reach their milestones. Where appropriate,

the childminder works with experts to support individual children. All children, including those with special educational needs and/or disabilities make good progress.

- The childminder understands how children learn new language. She selects the vocabulary she wants children to learn each day. The childminder introduces new vocabulary to children. She supports them to use new words in a variety of contexts. Children are confident talkers.
- The childminder plans focussed activities that the children enjoy. However, she does not always closely consider what individual children need to be able to participate fully. For example, on occasion activities are too long and younger children lose interest. Children are not always able to engage and concentrate at the highest levels.
- Care practices are effective. The childminder encourages children to do things for themselves. She shows children how to put on their coats and shoes independently. The childminder expects children to wash their hands. She teaches them about germs and hygiene. Children are confident. They enjoy developing self-care skills. All children develop independence and they behave well.
- Parents are happy with the care that children receive. Parents say that they feel reassured by the warm relationships between their children and the childminder. Parents report that the information they receive helps them to extend their children's learning at home.
- The childminder arranges continuous professional development opportunities. She considers the needs of children when planning opportunities to further her own knowledge. The childminder has recently attended training to support children with English as an additional language. She has strengthened how the cultures of children are represented in the learning environment. Children feel valued and represented and have high levels of self-esteem.

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:

- further develop the planning of focussed activities to support all children to engage and join in at the highest levels.

Setting details

Unique reference number	EY275090
Local authority	Wandsworth
Inspection number	10335034
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	0 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 June 2018

Information about this early years setting

The childminder registered in 2003. She lives in Tooting, in the London Borough of Wandsworth. The childminder works with another childminder and an assistant. She offers care all year round from 7.30am to 6pm from Monday to Friday. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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