

Childminder report

Inspection date: 17 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are busily occupied in a wide range of engaging activities in this well-organised home. They are confident, happy and secure in the setting. The childminder takes time to get to know and settle new children as she builds up a close bond with them. She links activities to their skills and interests and values each child highly. The childminder has high expectations of children and manages their behaviour in fair and positive ways. Children behave well.

The curriculum offers children interesting and varied activities, and all children make good progress. The childminder teaches children good mathematical skills. She uses mathematical language to describe the size of strawberries as 'big' and 'small'. The childminder teaches children to recognise numbers as they play with numbered objects floating in water. She teaches children the names of different shapes. The childminder supports children's creative development effectively. Children enjoy exploring the texture of ice and water in a tray in the garden. The childminder asks children how it feels, and children observe the change from solid to liquid. She provides children with chalk, crayons and pencils to draw pictures on paper. All of these activities support children's development well, and children gain useful skills in preparation for school.

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

- The childminder helps children to gain a good understanding of the world. She plants daffodils and tulips with children to teach them how things grow. Children notice an overhead helicopter, and the childminder explains that paramedics use it to take severely injured people to hospital. Children are developing a good understanding of the world.
- Children gain good independence skills. The childminder teaches children how to put on their coats and shoes and supports younger children to gain these skills. Children fetch their own drinks and help to tidy up after play sessions. The childminder teaches children to share and to take turns, for example, when completing puzzles together.
- The childminder supports children's communication, language and literacy well. She teaches children new words, such as 'melt' and 'slippery' as they play with ice. The childminder reads a variety of stories to children in lively tones, and children engage well. She sings songs and rhymes with children, and children gain good skills.
- The childminder has good partnerships with parents and provides regular updates on children's progress and activities. She works closely with parents and provides them with details of local drop-in centres to support children's communication skills. Written comments from parents state that the childminder is caring and supportive and children enjoy fun and engaging activities.

- The childminder keeps her skills and knowledge up to date to promote best outcomes for children. She attended a course on curriculum development, which led to greater understanding in this area. The childminder evaluates her practice regularly and sets goals for improvement.
- Children develop good physical skills. The childminder provides daily physical challenges in her garden or the local park to enhance children's development. They climb across frames, balance on wheeled toys and practise ball skills.
- The childminder knows how to seek support to care for children with special educational needs and/or disabilities. For instance, she talks with parents and invites health professionals involved in children's care to visit her home. She seeks advice from health professionals on how best to support children's learning and development. The childminder observes all children regularly and responds quickly to close any gaps in learning.
- At times, the childminder misses opportunities to enable children to solve problems. For example, during an ice play activity, the childminder solved a problem children had of fish stranded on land. She did not let the children have the time to work things out for themselves.
- The childminder has begun to teach children about oral hygiene. For example, she talks with them about ways to keep their teeth and gums healthy. However, this is not fully promoted, which means that children do not have a full awareness of the importance of oral hygiene.

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:

- extend knowledge further on how to encourage children's problem-solving skills
- strengthen the curriculum to promote children's awareness of oral hygiene more fully.

Setting details

Unique reference number	EY313671
Local authority	Wandsworth
Inspection number	10388393
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	2 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	10 July 2019

Information about this early years setting

The childminder registered in 2005. She lives in Tooting in the London Borough of Wandsworth. The childminder provides care for children from Tuesday to Thursday, from 8am to 5.45pm, during term time only. She accepts government funding for childcare places.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- 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 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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