

Childminder report

Inspection date: 5 December 2019

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

The childminder and her assistants have warm, secure relationships with the children. They spend time getting to know children well and link activities to children's interests, which they enjoy. Children gain good independence skills. For example, they help to prepare fruit snacks, feed themselves and pour their own drinks. The childminder teaches children how to behave in safe ways. For example, they know how to handle plastic knives and scissors with care and caution. Children use the stairs safely and the childminder teaches children good road safety rules so that they act with care when walking outdoors. The childminder manages children's behaviour successfully. She is clear about her expectations and explains why certain behaviour is not acceptable. The childminder uses praise to motivate children to behave in positive ways. Children behave well. The childminder helps children to gain good understanding of their feelings and teaches them how to manage their emotions. For example, they discuss how they feel and ways they can make themselves and each other feel better.

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

- Children settle well and are confident and motivated to learn. The childminder plans a wide range of interesting activities based on different areas of learning. She carries out regular assessments to provide children with the right level of challenge. Children make good progress.
- The childminder helps children to gain early literacy skills. For example, she reads stories in lively tones and talks with them during daily routines to develop their language skills and introduce new words.
- The childminder supports children's early mathematical skills well. For example, she teaches children to count objects as they play and talks about and names different shapes in their environment. Children count securely and are able to name different shapes.
- The childminder and her assistants support children's musical development. For example, one of her assistants is a trained music teacher and plays different instruments and sings songs with the children. Children learn about the different sounds and names of instruments, and about rhythm and melody.
- Children learn to share and to take turns well. They learn to respect themselves and each other. For example, the childminder teaches children about and celebrates special cultural or religious festivals, such as Chinese New Year, Christmas and Diwali.
- The childminder works well with parents. She keeps them regularly informed of children's progress through daily discussion and feedback, for example. Parents share their observations of their children with her, which she uses to inform planning.
- The childminder has good understanding of how to support children with special

educational needs and/or disabilities. She knows the value of working in partnership with parents and health professionals involved with children's learning. The childminder knows the importance of forming plans with specific targets for these children, and reviewing their progress regularly to promote best outcomes for learning.

- The childminder understands how to manage her workload and that of her assistants. For example, she discusses their workloads and any areas with which they may need support. The childminder also meets up with other childminders to exchange ideas and provide mutual support. She and her assistants take regular breaks from childminding to ensure that they are well rested.
- The childminder is committed to developing her own skills and knowledge and those of her assistants. For example, they have attended training on working with parents, which led to more effective partnerships.
- Children have good daily routines, such as eating healthily and taking daily physical challenges. However, the childminder does not promote their understanding of the value of such routines, or of how to stay safe on the internet.
- The childminder has not fully developed ways for children to experience and use a variety of textures and materials to enhance their creative skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to the signs and symptoms that may indicate that a child's welfare is at risk. She knows what to do and who to notify to deal with her concerns. The childminder makes certain that her safeguarding knowledge is always current by attending training. She also ensures that her assistants have regular safeguarding training. The childminder carries out checks in all parts of her home to help prevent any hazards. She ensures that the children participate in regular evacuation drills as part of essential safeguarding practice.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help children to experience and use a wider range of textures and materials to enhance their creative skills
- increase children's understanding of the value of their daily routines, including eating healthily, taking regular physical exercise and how to be safe on the internet.

Setting details

Unique reference number	EY338602
Local authority	Wandsworth
Inspection number	10106329
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	9
Number of children on roll	8
Date of previous inspection	16 April 2015

Information about this early years setting

The childminder registered in 2006 and lives in Battersea, in the London Borough of Wandsworth. She operates each weekday from 8am to 6pm for 49 weeks of the year, except for bank holidays. The childminder employs two assistants, one of whom is her husband.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The inspector observed an activity and discussed children's progress with the childminder.
- The inspector went on a 'learning walk' around the premises with the childminder and discussed the curriculum.
- The inspector observed the interaction between the childminder and children, and spoke with children when appropriate.
- The inspector reviewed some documentation and held a discussion with the childminder.
- The inspector considered the views of the childminder's assistants and those of 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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