

Childminder report

Inspection date: 23 January 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

The childminder provides a caring and nurturing home environment where all children feel safe and secure. Children are keen to arrive and settle quickly to a range of activities. The childminder exchanges information with parents on arrival to ensure that she supports children's well-being during the day. The childminder encourages children to demonstrate their growing independence as they take off their shoes and coats and feed themselves breakfast.

The childminder has high expectations for all children. She provides an ambitious curriculum and supports children to have a positive attitude to their learning. Children select and share resources and explore the inviting learning environment. The childminder engages with children as they play. She extends their imaginations as they care for the dolls, and younger children babble into toy phones and pretend to make lunch. The childminder enthusiastically shares stories and demonstrates being different animals. She encourages children to copy and extend their physical skills.

The childminder role models the behaviour she expects. She speaks to children in a calm and caring manner and uses praise and encouragement. Children learn about their feelings and being kind to their peers. Children behave and listen well. They help with tasks, such as tidying away their toys, and share resources.

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

- The childminder strives to provide high-quality care and education. She gathers detailed information from parents at the start. The childminder incorporates children's interests and previous knowledge into her curriculum planning. She uses observations and ongoing assessments to identify any gaps in children's learning. The childminder addresses these swiftly to ensure that all children make good progress.
- Overall, the childminder supports children's communication and language development well. She shares stories and singing and encourages their love of books. The childminder introduces new vocabulary and asks questions, giving children time to respond. However, she does not consistently provide explanations at the start of activities to help children know what is happening next or extend their language skills further.
- Partnerships with parents and carers are strong. The childminder provides regular updates on children's routines and learning. She shares children's next steps in learning and ideas to continue their learning at home. Parents comment that their children are settled, enjoy attending and make good progress. They report that their children learn new vocabulary and benefit from regular trips out in the community.

- The childminder embeds a culture of diversity and inclusion. She uses books and resources with children to promote and explore different cultures and faiths. The childminder teaches all children about what makes them unique and helps them to develop an understanding of others. She embraces children's home languages and supports them with learning these alongside learning English.
- Children enjoy a range of nutritious meals and snacks provided by the childminder. She encourages children to drink water to stay hydrated and follow good hygiene routines. The childminder encourages children to be active and develop their physical and social skills. Children regularly attend the park, soft play and local groups, where they practise their balance and coordination and socialise.
- The childminder provides a range of activities to broaden children's experiences. For example, children participate in art and craft activities, learn names of animals and use scoops to extend their fine motor skills. The childminder engages as children play and recaps on their previous learning. However, the learning intentions for individual children during activities are not always specific enough to extend their skills further.
- The childminder is proactive in keeping her knowledge up to date. She regularly attends training courses and uses her knowledge to make changes to her practice, for example by introducing more mathematics into activities to benefit children. She regularly enhances children's number skills and is adding more mathematical vocabulary to help children's understanding of new concepts.
- The childminder regularly evaluates her practice. She seeks views from parents to help her to make any changes to improve the service she offers. The childminder has addressed her previous recommendations. She regularly meets with other childminders to share ideas and resources to support children's learning.

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:

- enhance communication to provide children with clear explanations to extend their language and understanding of what is happening next
- focus more precisely on the learning intentions for all children during activities to help maximise their learning.

Setting details

Unique reference number	EY367084
Local authority	Wandsworth
Inspection number	10368561
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	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 March 2019

Information about this early years setting

The childminder registered in 2008. She lives in Southfields, in the London Borough of Wandsworth. The childminder works from 8am to 5.30pm, Monday to Thursday, throughout the year.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The childminder and the inspector carried out a learning walk together to discuss the childminder's intentions for the children's learning.
- The childminder and the inspector carried out a joint observation and discussed the impact this had on the 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 insurance and suitability checks, and her paediatric first-aid certificate and qualifications.

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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