

Childminder report

Inspection date: 2 March 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

Children have secure bonds with the childminder. For example, they separate from parents into the arms of the childminder with no anxieties. Children are confident and explore with curiosity the secure and safe environment. For instance, they have access to the learning resources the childminder provides, and they choose these with little or no help. The childminder follows children's interests during play and interacts with them enthusiastically. For example, she reads every book that babies pick up. Babies listen intently and turn pages of story books the childminder reads to them. The childminder recognises the importance of daily opportunities to look at books and read stories in supporting children's speaking and listening skills. Babies develop good self-esteem and are proud of their achievements. For example, when they put a thread through a cotton reel, with help from the childminder, they laugh when she says 'well done'. The childminder has high expectations for children's behaviour and provides them with different experiences to explore feelings and emotions. For example, she talks to babies about different facial expressions during activities, using 'emotion mirrors' and how they might be feeling. Babies enjoy copying the childminder's face of emotions. The childminder does not identify precise next steps in learning for children in order to maintain high quality of education. She does not prioritise continued professional development to enable her to evaluate her provision effectively.

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

- Children benefit from lots of opportunities to develop their health and well-being. They routinely enjoy outdoors activities which encourage them to be physically active. For example, they enjoy trips to the park, attend ballet class and use the childminder's garden. During snack times, children are encouraged to make healthy choices about what they eat.
- Partnerships with parents are good. Parents are complimentary about the care offered by the childminder. They particularly appreciate the daily updates about their child's day and progress. Parents say that they are lucky to have found the childminder and cannot be thankful enough for her services.
- The childminder takes parents' views into account in order to improve on her provision and has completed mandatory training. However, her continued professional development is not closely focused on what will help to further improve the quality of education, to support children's learning and development to the highest level.
- The childminder knows the children well and uses her observations of their achievements to provide a well-balanced curriculum. She supports children to learn new skills in line with the next steps for their development. However, on occasions, next steps are not precise enough to help the childminder focus her interactions in order to accelerate children's learning. As a result, while children

make good progress overall, it is not as rapid as it could be.

- Babies' communication and language are well supported. For example, the childminder nurtures their love for books by following their interest and reading to them every book that they pick up. She sings nursery rhymes to them and provides running commentary on learning resources during play.
- Babies have the opportunity to develop their early mathematical knowledge through their play activities. For example, the childminder counts numbers and talks about colours along with children, as they share books.
- The childminder successfully embraces inclusion and diversity throughout her practice. She provides resources carefully to make sure they reflect positive images of diversity. For example, children have access to story books such as 'All Kinds of Beliefs' and 'All Kinds of People' to support children's understanding of other people beyond their community. She takes children to playgroups, where they interact with other people. This prepares children for life in modern Britain.
- Hygiene procedures are good. For example, when changing nappies, the childminder wears protective gloves, wipes facilities with antibacterial spray and washes her hands. She ensures that babies wash their hands with soap and water before meals. Well-established hygiene practices contribute to children's sustained physical health and reduce the risk of cross-contamination.
- The childminder skilfully plays alongside babies to guide and extend their play. For example, she supports them to complete paintings using different colours of paint and brushes. Babies engage with and enjoy rubbing paint in their palms. This supports the development of children's fine and gross motor skills and their knowledge of textures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of wide range of the signs and symptoms of abuse. She is confident in the procedure to follow if she has concerns about a child's safety and welfare. The childminder has an up to date knowledge of wider safeguarding issues such as extremism and radicalization, and female genital mutilation. She is confident in the procedure to activate, if required. The childminder maintains a valid first-aid qualification. She implements a robust risk assessment which ensures that children engage with play in a safe and secure environment.

What does the setting need to do to improve?

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

- ensure self-evaluation focuses sharply on the strengths and weaknesses of the setting, in order to identify the priorities for continuous professional development.

- extend the programme of professional development to help identify precise next steps for children's learning, to raise the quality of education to the highest level.

Setting details

Unique reference number	EY419194
Local authority	Wandsworth
Inspection number	10104867
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 December 2015

Information about this early years setting

The childminder registered in 2010 and lives in Tooting, in the London Borough of Wandsworth. She operates each weekday from 8am to 6pm, throughout most of the year.

Information about this inspection

Inspector

Komla Dartey-Zaffar

Inspection activities

- The childminder showed the inspector around the area of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The childminder discussed her evaluations of her practice and of children's learning with the inspector.
- Parents spoke with the inspector, who took their views into account.
- The inspector observed and discussed the quality of education with the childminder during activities and assessed the impact this had on children's learning.
- The inspector looked at a selection of documents, including evidence of suitability checks carried out on people living at the address, and statutory documents such as the paediatric first-aid certificate and appropriate insurance.

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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