

Childminder report

Inspection date: 14 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The setting is inclusive and welcoming. The childminder is passionate about children making the best possible progress in their development, including children with special educational needs and/or disabilities (SEND). She builds strong partnerships with parents and other professionals to ensure that she can meet children's needs. The childminder has a clear awareness of what she wants children to learn. Her curriculum prioritises children developing their language skills.

Children are confident to choose resources that interest them, and the childminder and her assistants naturally embed teaching. For example, children choose large blocks to build towers, and the childminder and her assistants skilfully include mathematical language and model how to play with others. Additionally, the childminder provides activities that consider children's ongoing development, as well as their current curiosities. For example, she provides different-sized ducks for children to create shapes in the play dough, while singing 'Five Little Ducks' to build on children's vocabulary. Children engage in their learning for long periods of time.

Children are calm, and they listen well. They demonstrate they feel happy and secure in the childminder's care. Children are content to play independently, and they enjoy the interactions they receive from the others. Furthermore, the childminder and her assistants generously praise children's efforts and achievements. This boosts children's self-esteem and helps to build their resilience.

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

- The childminder builds on her understanding of how to support children with SEND through training and experiences with other professionals. She understands children's uniqueness, which enables her to consistently meet their individual needs. The childminder swiftly identifies any gaps in children's learning and considers appropriate next steps to support them to make progress. Furthermore, she ensures that children receive timely referrals for additional support as required.
- Children love listening to nursery songs and rhymes. They sing and hum independently throughout the day. The childminder and her assistants support children's communication and language development effectively. For example, they interact with children as they play by talking to them about what they are doing. Additionally, the childminder and her assistants know when to step back to let children discover on their own. Children are motivated to learn.
- The childminder supports children to build on their early mathematical language. She encourages children to count and identify colours and shapes spontaneously during their play. The childminder helps children to gain an understanding of early mathematics to help prepare them for their next stage in their learning

journey.

- The childminder introduces feelings to children and reminds them about how to behave. However, she does not consistently help children to begin to manage their own feelings and behaviour. For example, the childminder does not consistently teach children about the possible consequences of inappropriate behaviour and the impact their choices may have on themselves and others.
- The childminder supports children to develop skills, such as independence. For example, children wash their hands before meals and tidy toys away when they have finished with them. Parents provide their children's lunches, and the childminder advises them about healthy food options. Children have access to fresh drinking water throughout the day. This helps children to develop a healthy lifestyle.
- Partnerships with parents are a strength of the setting. The childminder understands the important role parents play in supporting their children's learning. She shares resources with children to enable them to continue learning at home. Parents say they are pleased with the progress their children make and the care the childminder provides. These strong partnerships have a positive impact on children's learning and development.
- Children enjoy many different outings with the childminder. For instance, the childminder takes them to visit local parks to extend their current interest in ducks, while developing important social skills. The childminder ensures that children are safe when on outings.
- Reflection is a priority for the childminder. She has regular discussions with her assistants about what is working well and where changes may be needed. The childminder and her assistants attend mandatory training, as well as individual training to extend their knowledge and improve teaching skills to an even higher level. As a team, the childminder and her assistants complement each other very well.

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 teaching to ensure that children understand what is right and wrong and the potential impact of their behaviour on themselves or others.

Setting details

Unique reference number	EY426015
Local authority	Wandsworth
Inspection number	10321720
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	6
Number of children on roll	4
Date of previous inspection	2 November 2023

Information about this early years setting

The childminder registered in 2011. She operates throughout most of the year, from 9am to 3pm, Monday to Friday, and from 10am to 4pm on Saturdays, and from 11am to 4pm on Sundays. The childminder provides funded care and early education. She works with two assistants. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Tina Twynham

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to the assistants at appropriate times during the inspection and took account of their views.
- The inspector and the childminder carried out a joint observation of a communication and language activity.

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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