

Childminder report

Inspection date: 9 September 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, including those who are new, are happy and feel safe in the childminder's care. They settle quickly and form strong bonds with the childminder, which helps support their emotional well-being. Children grow in confidence and independence as they are given time to practise and develop new skills. They learn to put on their own shoes before playing outside and wash their hands before eating. The childminder helps children learn about healthy lifestyles, including which foods are good for them and why oral health is important.

Children enjoy exploring the exciting and well-planned environment. The childminder offers a wide range of activities indoors and outdoors, helping children make good progress from their starting points. Children confidently choose what they want to play with from a good selection of accessible and high-quality resources.

The childminder is kind and nurturing. Children feel secure and often seek comfort by cuddling up to her. She gives regular praise and encouragement, which helps children feel proud and develop a positive attitude to learning. Children learn to manage their feelings and behaviour. They are taught to use good manners, share and take turns with popular toys.

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

- The childminder plans a thoughtful and well-rounded curriculum that helps children make good progress in their learning. She carefully checks how each child is developing and understands what they need to learn next. When children first start, she gathers useful information from parents about what their child can do. She also gives parents helpful tips on how to support learning at home, such as working together on toilet training.
- The childminder places a strong focus on outdoor learning. She ensures that children have plenty of opportunities to explore nature and develop physical skills, such as climbing and building coordination. Children regularly go to playgroups, where they mix with other children and build social skills. They also visit parks, green spaces and places of interest, which broadens their experiences and supports their learning.
- Children are curious and eager to learn. They enjoy simple role play and exploring with water play outside. The childminder places great importance on books and stories. Children are excited to share books they bring from home. The childminder enthusiastically reads stories to children, encouraging a love for reading.
- Overall, the childminder supports children's communication and language well. She comments on and repeats information to help build children's knowledge

and understanding. The childminder encourages children's speech, such as introducing new vocabulary. However, on occasion, she does not allow children sufficient time to answer questions or to process what is being asked of them before moving on. This subsequently limits children's opportunities to develop their language skills even more.

- The childminder is dedicated to providing good quality care for children. She ensures that her training is up to date and seeks guidance from other professionals to support her knowledge and skills. The childminder considers how she can improve her setting further. For example, she has plans to develop her systems for monitoring children's development to support the curriculum planning.
- Partnerships with parents are strong and well established. Written feedback from parents confirms how much they value the childminder's service. They say their children have made good progress in their development and they like the support the childminder gives to support children's learning at home. Parents say the childminder is kind and patient and shows genuine care for their children.

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:

- give children more time to think and respond to questions to support their language development and thinking skills.

Setting details

Unique reference number	EY429105
Local authority	Wandsworth
Inspection number	10401533
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	4 November 2021

Information about this early years setting

The childminder registered in 2011. She is located in Putney, in the London Borough of Wandsworth. The childminder operates from 8am to 5pm from Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded places for childcare.

Information about this inspection

Inspector
Laura Brewer

Inspection activities

- The childminder and the inspector carried out a learning walk to discuss how the setting is organised and the curriculum provided.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of written feedback provided by parents/carers.
- The inspector sampled a range of documentation, including evidence of training attended.

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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