

Childminder report

Inspection date: 13 January 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	Good
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What is it like to attend this early years setting?

The provision is good

Children's emotional well-being is supported effectively. They are safe, happy and confident in the care of the childminder. She builds good relationships with children and their families. For example, she liaises with parents about children's routines, interests and abilities before they start. The childminder uses her assessments of children's development commendably to plan for their individual learning needs. This supports her to create a stimulating and exciting curriculum that challenges children. Children have a positive attitude to learning and persevere at new skills. The childminder has high expectations for every child in her care. However, she has not considered completing training to enhance her knowledge of play and learning to an even higher level.

The childminder organises a wide range of activities to help children to make very good progress in their mathematical development. They access measuring tapes and use them to compare size as they measure various toys. Young children have an interest in numbers and are beginning to identify them during games with dice and while out and about in the local community. Children behave well. The childminder is skilled in teaching children good manners and engaging them in activities that help them to share and take turns.

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

- All children gain good skills to support them to be ready for school. For instance, they use pens and paper and sketchers to help develop their early writing skills. Children enjoy sharing books with the childminder at home and when visiting the library. They gain an interest in books and learn that print carries meaning. Children's literacy is fostered well by the childminder. They make good progress in relation to their starting points.
- The childminder has completed the recommendations from her last inspection. She has increased opportunities for children to investigate the natural world. They visit local parks to collect items such as sticks, leaves and conkers. When they return home they use the items they found to create a range of collages.
- Children develop a positive attitude to a healthy lifestyle. For instance, the childminder provides fresh home-cooked, nutritious meals and snacks daily. Children relish taking part in outdoor physical exercise all year round. All of this helps to support their physical development. Young children show superb ball skills as they use their feet to dribble the ball around the garden. They demonstrate excellent coordination as they kick it through the goal.
- The childminder regularly talks to parents and shares photos and assessments of their children's progress. This helps to promote consistency in children's learning. The childminder continually evaluates and reflects on her practice. She is clear about how she wants to develop and improve her childminding provision.

She regularly reviews her provision to identify any areas for improvement and seeks the views of parents via questionnaires. Parents are very complimentary and happy with the service that the childminder provides.

- Children show good levels of independence during daily routines and activities. When they return from the garden they take off their shoes and put them in the allocated place. Children have weekly opportunities to develop their social skills as they visit a variety of playgroups.
- The childminder is committed to her own personal development and attends courses to update her skills. However, she has not considered completing training relating to play and learning to support her in raising the quality of teaching to the highest level.
- The childminder relates extremely well to the children. She gets down to children's level to play and interact with them. The childminder is affectionate and gentle in her approach. She engages in conversation during play and asks open-ended questions, promoting communication skills. As a result young children are becoming skilful and confident communicators.
- Children gain a good understanding of people's similarities and differences. For instance, they learn about traditions of other countries as they explore the Chinese zodiac and create animal puppets reflecting their year of birth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training and has an extensive understanding of wider safeguarding issues. For example, she has completed training courses such as multi-agency working, human trafficking and modern day slavery and responding to disclosure. The childminder is aware of what to do if she feels a child may be at risk of harm and the relevant professional to notify to safeguard them. The premises are secure. The childminder carries out daily visual checks of the indoor and outdoor environments to ensure any safety concerns are removed.

What does the setting need to do to improve?

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

- strengthen professional development opportunities to build on early years knowledge and enhance good teaching skills even further.

Setting details

Unique reference number	EY442010
Local authority	Wandsworth
Inspection number	10075079
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder registered in 2012. She lives in Tooting in the London Borough of Wandsworth. The childminder provides care for children from Monday to Friday, from 8am to 6pm, all year round, except on bank holidays.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector and the childminder completed a learning walk of the areas of the home used for childminding.
- The inspector observed the interactions between the childminder and the children.
- The inspector took into account the written feedback given by parents.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- A range of documentation was looked at, including insurance certificates, safeguarding policies, the register, training certificates and children's records.
- The childminder and the inspector jointly observed an adult-led 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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