

Childminder report

Inspection date: 7 May 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 are happy and motivated to learn in this stimulating, organised home. The childminder ensures that she obtains lots of information about children to help them to settle well. For instance, she asks parents about their child's personality and interests. The childminder offers activities linked to children's interests and skills and values each child highly. She has high expectations for children and manages their behaviour in effective ways. Children behave well.

Generally, the curriculum is broad and balanced, and all children make good progress. The childminder teaches children good mathematical skills. She sings number songs with children and teaches them how to count bricks as they build towers. The childminder teaches children mathematical language to compare size, such as 'long' and 'short'. She supports children's communication, language and literacy skills successfully. The childminder engages children in simple conversation and models language well. She reads stories to children, who listen well and make spontaneous comments on the story. The childminder helps children to learn new words, for example by singing songs and rhymes. She supports children's creative development effectively by providing a wide range of textures and materials for them to explore. For example, children enjoy drawing pictures with colouring pencils and make three-dimensional models with play dough. These varied activities support children's good learning and development.

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

- Children gain good independence skills. The childminder teaches younger children how to use cups, plates and spoons at mealtimes. She helps children to learn how to put on their coats and shoes. Children help to tidy up after play sessions. The childminder promotes good sharing skills. For instance, she explains why it is important to share with others, and children take turns to use toys.
- The childminder develops children's understanding of a range of feelings. She uses visual resources, such as pictures of different facial expressions, to stimulate discussion around feelings. She teaches them names of different emotions and asks children how they are feeling each day. Children gain good awareness of different emotions to support their well-being.
- The childminder ensures that parents are kept informed of children's activities and progress. She talks with them each day and works well with parents to support children's development. For example, she liaises with parents in areas such as behaviour management to promote best outcomes for children.
- The childminder understands the value of maintaining good skills and knowledge. She has attended a range of courses, including a course on supporting children's communication, language and literacy skills. This led to

greater understanding in this area and better outcomes for children. The childminder reflects on her work regularly and sets goals to build ongoing improvement.

- The childminder ensures that children are safe. She carries out daily checks in her home to reduce the risk of hazards. The childminder regularly cleans all areas to reduce the risk of cross-contamination. She teaches children how to behave in safe ways. For instance, the childminder teaches them how to use furniture safely and how to act with care when crossing the road. Children act in safe ways.
- The childminder has experience of caring for children with special educational needs. She understands how to obtain appropriate support for children. The childminder knows how to work closely with other professionals and parents to support children's development. She keeps a close check on all children's progress and acts readily to close gaps in learning.
- The childminder promotes healthy lifestyles and ensures that children have fresh air and physical exercise each day. She takes them to the local park, where they run, jump and climb, gaining good physical skills.
- The childminder prepares nutritious meals and snacks for children that meet special dietary needs. She ensures that children have fresh drinking water accessible to them at all times. However, the childminder has not developed children's understanding of the value of eating well in order to make healthy choices.
- The childminder supports children's understanding of the world in some aspects. For instance, she teaches children the names of different animals and talks about different types of weather. However, the childminder has not built up knowledge in this area to support children's understanding of the world, for example how things grow.

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:

- strengthen the curriculum to support children's understanding of the value of eating well
- extend knowledge on how to support children's understanding of the world.

Setting details

Unique reference number	EY450954
Local authority	Wandsworth
Inspection number	10392082
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	1 August 2019

Information about this early years setting

The childminder registered in 2012. She lives in Battersea, in the London Borough of Wandsworth. The childminder provides care for children from Monday to Friday, from 7am to 6pm, all year round, and is closed on public bank holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision and her curriculum, while the inspector viewed the premises.
- The childminder carried out a planned activity and evaluated this with the inspector.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents during the inspection.

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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