

Childminder report

Inspection date: 5 August 2024

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

The childminder works with a co-childminder, and they work extremely well together. She provides children with a very consistent approach to their learning and emotional well-being. Young children settle quickly on their arrival and start their morning with a healthy breakfast. This helps to boost their energy for a busy day of play and learning. The childminder encourages young children to make healthy choices from a range of cereals. She values children's views, which helps to promote their confidence. The childminder helps to develop young children's self-help skills and independence very well. For example, she encourages young children to use cutlery correctly to feed themselves and provides tiny brushes for children to keenly sweep up. Young children are enthusiastic and eagerly have a go.

The childminder constructs an ambitious curriculum for all children, in particular for outdoor learning. Children thoroughly enjoy, and engage in, the outdoor play opportunities. This helps to promote their good health and physical exercise very well. Young children excitedly find their shoes and make good attempts to fasten the straps before they go outdoors. The childminder is an extremely good role model. She is very consistent in her approach when supporting young children's good behaviour. For example, the childminder encourages children to share and take turns with resources and use good manners. Consequently, young children acquire important social skills and behave well.

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

- The childminder successfully plans learning opportunities to help meet children's individual learning needs and interests, including for those children who require a specialist and targeted approach. For example, she supports children who have a keen interest in problem-solving to concentrate as they make good attempts to complete more complex puzzles. Children show delight in their achievements and they have a positive attitude to their learning.
- The childminder understands the benefits of planning a variety of experiences to help stimulate children's senses and to help them focus on their learning. For example, young children keenly collect dried pasta shapes and sort them into tiny wooden bowls. This helps to develop their concentration skills well. Children begin to develop an interest in early mathematics as they keenly point to pasta shapes and count up to 10. The childminder extends children's imaginary play as she names and adds pretend sea creatures to their water play. Children are motivated learners and make very good progress.
- The childminder confidently helps children recognise and name pictures to help promote their language development well overall, although, on occasions, she is not consistent in her approach. For example, when children make good attempts

to recognise and name different pictures as they complete puzzles and look at books, the childminder does not always repeat words using the correct pronunciation to help develop children's language skills to an even higher level.

- The childminder plans many opportunities and experiences that help to guide young children to make sense of the natural world around them. For example, she teaches children how to grow and take care of plants. Children eagerly put on gardening gloves as they dig soil and keenly water herbs. The childminder lifts children up so that they can help her to pick pears from the garden pear tree. The childminder gives a clear explanation to improve children's learning about their natural world.
- The childminder carries out daily checks of the environment to ensure it is safe for children to play in. For instance, she checks the garden before children play outdoors. Older children help her to complete these tasks to help them learn about how to keep themselves safe. The childminder always supervises children so that they are always kept safe and from harm.
- The childminder works effectively in partnership with parents. This helps to create a consistent approach to children's learning and care. For example, the childminder provides parents with daily diaries about their children's day and what they have learned. Parents report that their children are 'thriving' and 'they could not be happier with the care of 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:

- strengthen interactions with children to consistently help them to make the best possible progress in their language development.

Setting details

Unique reference number	EY470186
Local authority	Wandsworth
Inspection number	10351822
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	12
Number of children on roll	4
Date of previous inspection	19 October 2018

Information about this early years setting

The childminder registered in 2013 and lives in Clapham Junction, within the London Borough of Wandsworth. She works with a co-childminder. The childminder operates for most of the year, from 8am until 6pm, Monday to Friday. She receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how she organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation.
- The inspector valued the views from parents.

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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