

# Inspection of Donovan, Elisabeth

127 Wimbledon Park Road, London SW18 5TU

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Inspection date: 16 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in the care of the childminder and her assistant. They are developing good relationships and show a sense of belonging when talking about their friends. Children who are slightly older than others show kindness as they help younger children to take off their shoes and line them up in the hall. The childminder encourages children to count the shoes, successfully incorporating early mathematical skills into everyday routines. Children form strong bonds with the childminder and her assistant. Babies snuggle in for cuddles and older children seek comfort if they are upset or feeling unwell. Most new children settle quickly and the childminder works with parents to settle others more gradually. This individual approach helps all children to feel safe and secure in the childminder's care.

Children are well behaved. They actively join in group activities such as playing hide and seek in the garden. Children cooperatively take turns when using toys, and when washing their hands in the new mobile sink unit. This also develops their personal independence and good hygiene practice.

Children enjoy sensory activities, exploring different textures as they crush cereals and add shredded paper to the tray. The childminder encourages them to listen to the different sounds and taste the cereals. Children excitedly make animal noises as they add farm animals to the tray. They keenly answer challenging questions about the different sizes and colours of the animals, and decide which ones live in the pond. Children's vocabulary is extended well as they name the animals in both English and French and then enjoy singing familiar songs about the animals.

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

- The childminder has made good progress since the last inspection. She has worked closely with her assistant and gained support from the local authority early years team to ensure improvements are effective. Consequently, children benefit from a good range of activities and outings that are tailored to their learning needs and interests.
- Parents say the childminder is wonderful and their children are happy. The childminder shares lots of information with them about their children's progress. Parents comment that the childminder is open to their ideas. For example, they work together when children are settling in or potty training. Parents say they are pleased that the childminder and assistant also speak their home languages with children and they can see their children are making good progress with their communication skills.
- Occasionally, the childminder could do more to organise and pace some activities better. For example, she does not always give children enough

explanation so that they can make choices and understand what they are doing now and what is happening next. This results in some children leaving their activity abruptly without finishing what they were doing, such as painting or washing their hands and face, or not completing tasks, such as tidying away toys, because the next activity has begun.

- The childminder and her assistant have developed better systems to monitor children's progress and identify children's learning needs. They regularly share this information with parents and encourage parents to share information about children's learning at home. However, this process needs strengthening so that the progress check when children are aged two is clearly recorded and discussed with parents.
- Children enjoy singing lots of songs with the childminder during play and keenly join in with actions. They listen to stories well and show increasing confidence as they answer questions about the story, extending their language skills well.
- Babies are supported well in developing their physical skills. For example, they enjoy holding the childminder's hands to walk around outside. Babies explore and develop their coordination as they feed themselves and handle a range of toys. However, they have less opportunities to explore more everyday objects and natural resources with different textures.
- Children develop healthy lifestyles as they enjoy a balanced diet of home-cooked meals. They talk to the childminder about the foods and fruits they like. Children have good opportunities to be physically active. They enjoy outside play and confidently use wheeled toys and develop good coordination as they independently use the slide and see-saw.
- The childminder has improved methods of self-evaluation and her understanding of requirements. She works with her assistant to identify any areas for improvement and continuous professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her understanding of safeguarding policy and procedures. She has reviewed vetting and recruitment procedures and ensures appropriate suitability checks are completed for assistants who work with children. The childminder and her assistant know what action to take to protect children from harm or abuse, or if an allegation is made against them. The childminder ensures her home is safe and well maintained. She completes risk assessments and has improved her understanding of when children may be at risk of harm. The childminder ensures all required documents are accurately maintained.

## What does the setting need to do to improve?

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

- review the organisation of activities and routines and help children understand better what they are doing now and what is happening next
- extend opportunities for babies to explore and handle a wider range of resources, such as natural resources and everyday objects, to further promote their physical and sensory skills
- strengthen the procedures to complete the progress checks when children are aged two years, so that this information is clearly defined, recorded and shared with parents.

## Setting details

<b>Unique reference number</b>	2546460
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10258195
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Donovan, Elisabeth
<b>Telephone number</b>	
<b>Date of previous inspection</b>	7 September 2022

## Information about this early years setting

The childminder registered in 2019 and lives in Southfields, in the London Borough of Wandsworth. She operates from 8am to 6pm every weekday for most of the year. The childminder offers a predominantly French-speaking setting. She currently works with one assistant.

## Information about this inspection

### Inspector

Jo Geoghegan

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector held discussions with the childminder to assess her knowledge of the learning and development requirements and safeguarding practices.
- The inspector completed a learning walk of the premises with the childminder, who explained how the areas of her home are used for childminding and the range of activities she provides to meet children's needs.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector sampled a range of required documentation, including qualifications and children's records.
- The inspector observed interactions between the childminder, her assistant and children during activities and assessed the impact of teaching on children's learning.
- The inspectors held discussions with parents and took account of their views.

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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