

Childminder report

Inspection date:

26 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a rich and varied environment for all the children in their care. Children are happy, settled and confident. They seek the support of adults in their activities, for reassurance and for cuddles. The childminder takes the time to explain new situations to children to ensure they understand, feel safe and are comfortable. Children giggle with delight as they play with their peers, painting their hands to make marks on the painting board in the garden. Children are keen to join in with activities and are eager to learn.

Children have good opportunities to make choices and direct their own learning. They are encouraged to follow their interests and select toys and resources independently. Children have opportunities to visit the local community. For example, the childminder regularly visits local toddler groups, parks and places of interest to enhance children's experiences. The childminder and her assistant follow children's interests as they plan challenging activities. Their commitment to high-quality practice together with high expectations for learning and behaviour support children to make good progress, although starting points and further progress are not routinely shared with parents. The childminder shares suggestions with parents to support children's learning at home and encourages parents to share what the children do at home.

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

- The quality of teaching is good. The experienced childminder and her assistant place the children at the centre of everything they do. The childminder has a good knowledge and understanding of how children learn and develop. She uses this to provide activities that interest and challenge children. Although information is gathered from parents about children when they first start, not enough information is consistently gathered about children's starting points to help the childminder and her assistant plan more effectively for children's learning from the outset.
- Children are very well behaved. They show care and consideration towards each other and to adults. From a very early age, children develop an understanding of how to share and take turns. The childminder and assistant are especially respectful towards children and each other and are good role models for positive behaviour. Children are praised in a consistent and meaningful way that increases their self-esteem and emotional well-being.
- The childminder reflects on practice and identifies areas for further development. She monitors and supports her assistant well, identifying further training. Together they evaluate the setting and share with parents their plans for future developments.
- The childminder and assistant support children's communication and language

skills very well through highly effective modelling of correct language and clear explanations of what is happening. Therefore, children are making good progress in this area, including children who are learning English as an additional language.

- Throughout play, the childminder and assistant support children's imagination as they take on the roles of doctors to make their patients well again. For example, children tell each other they need medicine to make them better.
- Children show sustained concentration as they listen with interest to stories read by the childminder. They take great delight in discussing the story and linking to past activities, such as going to the park and jumping in puddles.
- Partnerships with parents are well established. The childminder shares what the children are doing each day and suggestions for learning at home, as well as incorporating what children are doing at home into their time with her. However, she does not consistently and routinely share children's progress with parents.
- The childminder provides children with opportunities to develop mathematical skills, such as counting and comparing sizes. For example, children count how many plates they need as they set up for mealtimes and count how tall they are making their towers, comparing whose is bigger.
- Children are learning to be independent. For example, they make choices in where they want to play and what resources they need, and serve themselves at mealtimes. The childminder and assistant support children to practise and understand good hygiene practices, such as washing hands after outdoor play and toileting. The childminder provides a range of healthy meals and snacks.
- The childminder supports her assistant well. She ensures he has regular in-house training and monitors his practice through ongoing supervision sessions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge and understanding of her role and responsibility to ensure children in her care are kept safe. She ensures both she and her assistant understand the procedures to follow should they have any concerns about a child and understand the rigorous records required. She ensures that she keeps up to date with changes in legislation through reading articles and updates. She ensures her home is secure at all times and she identifies and minimises any potential hazards to children's safety. She ensures her recruitment process and ongoing suitability of her assistant are robust.

What does the setting need to do to improve?

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

- gather more information from parents about children's starting points, to help plan even more effectively for their learning as soon as they start

- build on the partnerships with parents even further to share children's achievements more regularly, to strengthen the consistency of their shared care and learning experiences.

Setting details

Unique reference number	EY314244
Local authority	Southwark
Inspection number	10065939
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	12
Number of children on roll	5
Date of previous inspection	7 June 2016

Information about this early years setting

The childminder registered in October 2005. She lives in the London Borough of Southwark. The childminder works with an assistant all year round, Monday to Thursday from 8am until 6pm. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- A meeting was held between the inspector and childminder and her assistant at appropriate times.
- The inspector and childminder discussed children's learning and progress.
- The childminder and inspector completed a learning walk of the setting to understand how the childminder organises the curriculum.
- The inspector looked at a sample of documents, including safeguarding procedures and evidence of suitability of the childminder and her assistant.
- The inspector spoke with parents to gather 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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