

Childminder report

Inspection date: 10 October 2019

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	Not Met (with actions)
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and secure setting for children to learn and develop in. She provides children with sufficient stimulation and challenge to learn about the world and living things. For example, children look after their own pot plants and talk about changes that happen as the plants grow.

Overall, the childminder works well with parents. She regularly provides them with detailed updates on their children's day from both school and while they are with her. The childminder liaises with other settings, such as teachers at school, to ensure continuity of care and learning for children who attend her provision. Children are happy and settled in the childminder's care and she manages their behaviour appropriately. The childminder provides a rich language environment for children. She interacts skilfully and enthusiastically to help build children's understanding and speech. Consequently, children are making good progress in their language acquisition.

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

- Since the last inspection, the childminder has addressed all actions, to improve her provision.
- The childminder eagerly incorporates regular outings into her curriculum. She recognises the benefits that these experiences can offer to children. For instance, she takes the children to the community park and local children's groups. Children interact with others their age and this also supports their physical development.
- Parents are complimentary about the service the childminder provides. They feel that they are kept well informed about their children's learning and how to improve this further at home.
- Children build secure attachments with the childminder. This ensures that they feel safe, secure and happy in her care.
- Children participate in good hygiene practices. For instance, they wash their hands, with good support and guidance from the childminder.
- The childminder carries out daily risk assessments to ensure that her home is safe and secure. This helps keep children safe.
- The childminder reflects actively on the effectiveness of her practice. She notes how she can change the activities she provides to boost children's learning further and to improve their experience.
- Occasionally, the childminder does not identify opportunities to enhance her skills and knowledge to reach the highest standards in meeting children's care and learning needs.
- Sometimes, the childminder does not make best use of the information provided by parents about their children's prior knowledge and skills, to plan for children's

learning more precisely from the outset.

- The childminder prepares children well for the next stages of their learning, including starting school.
- The childminder provides a stimulating environment indoors and outdoors that successfully engages and motivates children to learn.
- Older children are supported well with their independence. For example, the childminder ensures that children are able to attend to their own toileting needs, with support where needed. This helps to build on children's independence in readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge in safeguarding matters. She is aware of wider safeguarding issues and ensures that all policies are updated to reflect these. The childminder has completed safeguarding training since the last inspection. Consequently, she is able to take appropriate action if she has concerns about a child's welfare. The childminder regularly assesses risks in her home environment, during visits to the community parks and outings to other local childminding groups.

What does the setting need to do to improve?

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

- identify opportunities to enhance skills and knowledge to reach the highest standards in meeting children's care and learning needs
- make better use of the information provided by parents about their children's prior knowledge and skills to plan for children's learning more precisely from the outset.

Setting details

Unique reference number	107216
Local authority	Southwark
Inspection number	10084341
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	2 July 2015

Information about this early years setting

The childminder registered in 1996. She lives in Peckham, in the London Borough of Southwark. The childminder is available to work all year, Monday to Friday, excluding bank holidays and family holidays. There are currently two children on roll.

Information about this inspection

Inspector

Komla Dartey-Zaffar

Inspection activities

- The childminder and inspector conducted a learning walk to view the provision and discuss the planning for children's learning.
- The inspector spoke with parents and their views were considered.
- The inspector looked at documentation, including the safeguarding policy, training certificates and children's learning records.
- The inspector held discussions with the childminder about the activities that she plans and how these activities benefit children's learning and development.
- The inspector held a number of discussions with the childminder.

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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