

# Childminder report

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Inspection date: 14 January 2020

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy playing and learning in the childminder's home as she is warm and caring. The childminder has closely considered the learning needs of young children. She identifies potential hazards and has organised her space well so children can play safely. The activities she provides are varied, engaging and cover all areas of learning. Individual children's interests form the focus of the childminder's curriculum. Hence, children are keen to explore freely, and they engage well with her during adult-led activities. Children behave well, follow the childminder's instructions, and are polite and well mannered. Meaningful conversations between the childminder and children happen throughout the day, which builds children's effective speaking and listening skills. Children develop good physical skills in her care through outdoor play. They enjoy regular visits to the park and plenty of trips to places of interest. Children settle in well and feel at home. They happily place their photographs on the self-registration display when they arrive. Children learn simple self-care tasks such as chopping up fruit at snack time. The childminder understands how young children learn and adopts effective ways to teach them. The activities she provides are linked well to what children need to learn next. However, she acknowledges that she could deepen her knowledge even further with additional training.

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

- The childminder uses information she gathers from parents to support her observations of children well. She uses this to make accurate assessments of what children already know and can do. For example, through small-world play, she helps children make connections between the names of animals and the sounds that the animals make. She extends their knowledge by helping them realise the distinctive features of familiar animals. Children learn to speak in simple sentences as she models language for them to copy. Young children learn number skills as they trace and count objects they draw. The childminder engages children well by allowing them to fill in the lyrics she intentionally misses out as she sings. Children learn to appreciate books and choose stories they wish to listen to. The childminder encourages children's creativity through drawing, messy play and modelling with play dough. Children learn to handle writing tools well for early mark making.
- Children learn to feed themselves. They confidently chop up bananas at snack time and use cutlery. The childminder encourages good personal hygiene. Children are encouraged to wash their hands after playing and before eating. They learn how to stop germs spreading by safely disposing of their used tissues. Children learn the language of feelings. The childminder refers to a large colourful display of the different types of emotions to help them express themselves.

- Parents speak very highly of the childminder. They say she is very understanding of individual children's circumstances. They are very happy with the high standard of care she provides. Parents say that the childminder keeps them very well informed regarding the progress their children are making.
- The childminder models positive interaction well. She is calm and gentle with children. Children learn to take turns as they stack blocks during construction play. They show respect for the childminder, and the toys and resources. Children are well behaved. The childminder has well-established daily routines. Hence, children know what happens each day. They respond well to transitions in the daily routine as the childminder clearly communicates what happens next.
- The childminder knows her areas of strength. These include the good standard of care she provides and a well-resourced environment. She has addressed the recommendations made at the last inspection. As a result, children learn about other cultures through reading books, role play and visits to places of interest. Parents also contribute to her observations and assessments of their children. The childminder has a good knowledge of child development, which enhances the quality of her interactions with children. She has plans to attend further training to continue to improve her knowledge and ability.
- The childminder keeps records of children's learning journeys, observations and assessments. However, she does not retain children's attendance information long enough to allow for effective monitoring of their attendance patterns.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the indicators of child abuse. She has a clear procedure to follow should she have concerns that a child is suffering from or at risk of abuse. She ensures unauthorised persons do not have access to children in her care. The childminder conducts risk assessments for all areas of her home and for outings and trips. Therefore, children are kept safe in her care.

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

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

- retain children's daily attendance records for a reasonable period to allow effective monitoring of their attendance patterns
- seek further training to continue to deepen her knowledge and practice.

## Setting details

<b>Unique reference number</b>	EY368255
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10064090
<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</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	7 March 2016

## Information about this early years setting

The childminder registered in 2008. She lives in Tulse Hill, in the London Borough of Lambeth. The childminder holds relevant childcare qualifications. She operates her service all year round.

## Information about this inspection

### Inspector

Olivia Awolola

### Inspection activities

- A learning walk of the childminder's home was conducted by the inspector accompanied by the childminder. This helped clarify how the different areas support the curriculum.
- The inspector sampled a range of documents, including children's records and the childminder's qualifications.
- A joint observation of an activity took place, which was used to evaluate the quality of teaching and learning.
- The inspector observed the quality of interactions between the childminder and children.
- Parents spoke to the inspector and also gave their views through written references.
- The inspector held a leadership discussion with the childminder to establish the effectiveness of her management and evaluation of her provision.

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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