

Childminder report

Inspection date: 12 February 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

Children settle well and form secure bonds with the childminder. They are happy and content, and display good levels of confidence. For instance, children move around the play area with confidence, choosing and making decisions about their learning and play. The childminder sets high expectations for children and encourages them to be determined and resilient learners. She offers regular praise to motivate them to learn. In addition, she encourages children to try harder and not to give up easily when faced with a challenge. As a result, children are keen to join in, and display a positive attitude to the activities. For example, they maintained high levels of concentration and engagement when painting their artwork. They extended their task by making handprints and counting the number of fingers they have. Children behave well and have good social skills. For example, they painted each other's hands, shared resources and talked to the inspector about what they were doing. Children make good progress in their communication and language development. They have a good attention span and use a range of vocabulary in their speech. Children are imaginative and bring their own personal experiences into play.

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

- The childminder is reflective in her practice and committed to promoting the best possible outcomes for children. She welcomes the views of others, such as parents and other professionals, to help her to identify areas to improve. In addition, she makes good use of independent research and reading to keep her knowledge and practice up to date.
- The childminder supports children's communication and language development well. She comments on what children are doing, gauges their thinking and asks them relevant questions to promote their speaking skills. In addition, she shares many stories with the children to grow their enthusiasm for books and further extend their language development.
- The childminder has effective strategies in place for partnerships with parents. For example, she routinely shares information about children's care and learning to strengthen continuity and consistency between the setting and home.
- Children settle well and thrive in the childminder's care. The childminder pays careful attention to their individual care needs when they start. This helps children to settle in smoothly. The childminder values children's uniqueness and ideas, and responds to them as individuals. This contributes positively to children's emotional well-being.
- The childminder monitors children's progress, which helps her to identify gaps in their learning. She uses this knowledge well to plan for each child's unique learning needs. Children take part in exciting and challenging activities matched to their development. As a result, they make good progress in their learning.

- The childminder gives clear rules and expectations for behaviour. She encourages children to share, take turns, and respect the views and ideas of their friends. In addition, she talks to children about the wider community and extends their knowledge through role-play activities and outings. This helps children to acquire skills for their future learning and life, such as how to behave appropriately and value people who are different from them.
- On occasions, the childminder does not encourage children to do things for themselves, and this limits them from developing their independence skills.
- Overall, the childminder provides children with healthy snacks and encourages them to drink water regularly. However, she does not routinely encourage outdoor play to challenge children's physical skills and build on the interest of those who learn best outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in child protection and knows what action to take if any welfare concerns arise. She monitors children's attendance closely and is aware of her duty to prevent and protect children from exposure to situations that may put them at significant risk of harm. The childminder attends regular safeguarding and child protection training to keep her knowledge up to date. She keeps documented records on children, as required, and shares these with parents to help support their children's welfare.

What does the setting need to do to improve?

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

- increase opportunities for children to become more independent in their play
- extend opportunities for outdoor play to build on children's interests and challenge their physical skills even further.

Setting details

Unique reference number	EY360948
Local authority	Southwark
Inspection number	10104807
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 May 2016

Information about this early years setting

The childminder registered in 2007 and lives in Southwark, London. She operates all year round, Monday to Friday from 7am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed interactions between the childminder and the children, and considered the impact these have on children's learning.
- The inspector reviewed relevant documentation, including the childminder's paediatric first-aid qualification and evidence of the suitability of the childminder and household members.
- The inspector had a discussion with the childminder about her evaluation of the setting and her plans for improvement, and looked at completed parents' evaluation forms.
- The inspector completed a learning walk of the play areas and discussed with the childminder how she organises and implements the early years foundation stage curriculum.

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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