

Childminder report

Inspection date: 27 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly with the childminder after arriving in the morning. They greet their friends and the childminder's dog with enthusiasm. Children confidently help themselves to the toys that are set out in the living room. Children benefit from the consistent daily routine. They know that after having their nappies changed they go to the park. Children anticipate this by talking about the tractors they will see on the way. Children are safe in the setting and on outings. The childminder checks play areas on arrival and carries out risk assessments for regular trips. On the walk, children learn about crossing roads and staying safe as the childminder reminds them to look for cars.

The childminder has high expectations for children's learning. She knows them well and plans for their next developmental steps. She supports children's language as she repeats things, emphasising the correct pronunciation. The childminder then extends children's vocabulary by adding comments and questions. For example, when children ask for water, she talks about the colours of their cups as they go into the kitchen. Children enjoy cuddles with the childminder as they read favourite stories. They take pleasure in joining in with actions and familiar phrases from the stories. Children learn to share as they hold the props from a home-made story sack about 'The Gruffalo'.

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

- The childminder creates a welcoming environment that helps children feel secure. A consistent routine provides comfort and a sense of safety. Children know what happens next and this gives them a sense of control. For example, when lunch is finished, they sit by the stairs waiting for sleep time. There is an effective routine for getting out of the house on outings. Older children develop confidence in their physical abilities as they follow instructions to hold on tight to the handrail and walk carefully down the stairs.
- The childminder completes regular assessments which she shares with parents. She uses her knowledge of the prime and specific areas of learning to assess, track and plan appropriate learning for children. Parents comment that their children are very happy and are developing well. They praise the caring environment that the childminder creates. The childminder recognises that children need to develop strong language and social skills for their future success. She uses this as the basis for planning what children need to learn next. The childminder provides many opportunities for children to share, take turns and play with each other.
- The childminder is conscientious in her approach to providing good-quality care. She keeps her practice up to date by completing regular training, including first aid. She uses membership of professional associations to help to develop strong

policies and procedures.

- The childminder uses lots of language and interaction to engage the children. The affection between the childminder and children is obvious. Children listen attentively to stories they have chosen. They smile and point to characters in the book from the safety of the childminder's lap. Even the youngest children flutter their hands when the butterfly appears in a familiar story about giraffes. The childminder is very responsive as minor conflicts occur between children. She quickly offers distraction and alternative toys or activities. This calms the situation and gives younger children opportunities to learn about taking turns.
- The childminder gives lots of praise to encourage children when they behave well. However, on occasion, she uses strategies to manage children's behaviour that are not developmentally appropriate for such young children.
- Children can access a small range of toys that offer examples of diversity, including books and figures that represent people who help us. However, children have fewer opportunities to learn about and experience different cultures. Also, the childminder has not shared with parents how important it is that children's home languages are valued and celebrated in the setting. As a result, parents are not aware of how this would support their children's self-esteem and strengthen their acquisition of English.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes risk assessments and ensures that her home is free from hazards. She uses guidance to support high standards of food safety. The childminder completes courses to keep her safeguarding knowledge up to date. She also discusses hypothetical scenarios with other practitioners. This helps her to know what actions to take if she has concerns about a child. The childminder is aware of the signs that a person is in danger of being radicalised. She has the details of appropriate organisations to contact should she have concerns that anyone is becoming drawn into extremism.

What does the setting need to do to improve?

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

- build on existing knowledge of children's development to use age-appropriate and positive strategies as part of managing children's behaviour
- encourage the use of home languages in the setting, to enhance children's language acquisition
- increase opportunities for children to experience a culture-rich environment which helps them to value others.

Setting details

Unique reference number	107222
Local authority	Southwark
Inspection number	10138210
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	23 March 2016

Information about this early years setting

The childminder registered in 2001 and lives in Bermondsey, in the London Borough of Southwark. She operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Beverly Hallett

Inspection activities

- The inspector accompanied the childminder on a trip to the local park.
- A selection of children's assessment records, policies and procedures were examined, which included feedback from parents.
- The inspector looked at the childminder's certificates confirming completion of training and checked evidence of the suitability of adults living in the household.
- Discussions were held with the childminder when it was appropriate to do so.
- The inspector observed the childminder engaged in activities with the children.
- The inspector looked around the childminder's house and checked safety measures.
- The toys available for children to access and the learning environment were viewed.

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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