

Childminder report

Inspection date: 25 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show curiosity and are motivated to learn. They thoroughly enjoy exploring the range of toys and activities provided. For instance, children were fascinated to hear the sounds made by different musical instruments. They learned to change sounds by playing loudly and quietly, then faster and more slowly. Children make good progress and develop a wide range of skills to support their learning and prepare them for starting school. Babies acquire good physical skills as they practise walking and play with toys, such as shape-sorters. Older children learn how to apply mathematical skills to real-life experiences. For instance, as they count and measure the ingredients for making pancakes, they are learning mathematical language.

Children develop warm and affectionate bonds with the childminder, which helps them to feel secure and safe in her care. Babies become increasingly confident to lead their own play, and return to the childminder for a cuddle when they are tired. Children behave well and show a good understanding of rules and boundaries. They listen and respond well to the childminder's guidance. Children learn about keeping safe, for example when walking home from school or nursery. The childminder assesses their safety and gives them permission to ride ahead on their scooters. Children understand that they must not go too far in front, and stop to wait until the childminder catches up.

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

- The childminder knows the children she cares for exceptionally well. She monitors their learning closely and plans a good range of learning experiences that children enjoy. These support children's progress in all areas of the early years curriculum. However, the childminder places less emphasis on helping children to learn about different people and communities than she does on other areas of their learning. The childminder understands that children learn and develop in different ways, and successfully adapts her teaching to meet their needs.
- The childminder promotes children's communication and language skills well. For example, she models sounds, and repeats words for young children to copy. The childminder teaches children rhymes and songs which help them to learn new vocabulary.
- Children develop good literacy skills. They enjoy looking at books and listening to stories. Older children are curious about print, and are eager to learn to read. They recognise letters of the alphabet and link these to the sounds that they represent. They subsequently use this knowledge to sound out words.
- Children develop very close and caring relationships with the childminder. They demonstrate that they feel very safe and secure in her care. For example, babies

respond to her by smiling and babbling, and enjoy cuddles with her. Older children are very pleased to see the childminder when she collects them from nursery, and enjoy telling her about their experiences during the morning.

- The childminder is qualified and well organised. She assesses the quality of the experiences she provides for children, and looks for new ways to enhance their learning. For example, the childminder has introduced a wider range of messy play activities to encourage children to learn through using their senses. The childminder attends regular training to ensure she understands how to protect children and help them remain healthy and safe.
- The childminder develops strong and effective partnerships with children's parents. They have regular conversations about children's individual needs to support their enjoyment and achievement as much as possible. The childminder also forms very strong links with staff at schools and nurseries that children attend. They exchange information about children's learning and welfare needs to provide continuity between the settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding and child protection procedures. She can clearly identify signs which may indicate that a child is at risk of harm. The childminder has a clear understanding of wider safeguarding issues, and knows the procedure to follow and professionals to contact if she has concerns. The childminder ensures her first-aid qualification is kept up to date, and understands she must ensure required suitability checks are completed for all adults living in the home.

What does the setting need to do to improve?

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

- develop further opportunities to teach children about people, families and communities which are different from their own.

Setting details

Unique reference number	EY405642
Local authority	Lambeth
Inspection number	10064096
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in Norbury, in the London Borough of Lambeth. She operates Monday to Friday from 7.30am until 6.30pm, throughout most of the year. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector looked around the areas used for childminding and discussed the organisation of the learning environment with the childminder.
- The inspector considered the quality of education during activities and assessed the impact this has on children's learning. She held discussions with the childminder about children's learning and development.
- The inspector looked at relevant documentation, including evidence of the suitability of people living in the household.
- The inspector took account of the views of parents through written documentation.
- The inspector spoke to children at appropriate times during the inspection.

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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