

Childminder report

Inspection date: 28 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a very warm, welcoming and exciting environment for the different ages of children that attend. Children quickly settle when they first arrive and keenly follow routines. For example, on arrival, they independently take off their coats and shoes, and find the toys that they enjoy. Children thoroughly enjoy their time with the childminder and her assistants. They behave well, feel safe and are emotionally secure. The highly qualified childminder knows what she intends children to learn and swiftly identifies what they need to learn next. Her broad and varied curriculum helps children learn new skills and develop the knowledge they need for future learning. For example, the childminder helps children to grow in independence and confidence. Furthermore, she skilfully supports children to develop their early mathematical and language skills well. The childminder challenges children's physical development very well. For example, children squeeze pegs to pick up wet leaves and eagerly jump high on a trampoline to help strengthen their small and large muscles. The childminder is a very good role model. She constantly encourages children to identify risk, to help them learn how to keep safe and prevent an accident from occurring. For example, children learn to walk safely on outdoor decking and negotiate obstacles when they ride a tricycle.

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

- The childminder skilfully plans experiences based on what children know and can do, to help them achieve well over time. For example, children learn how to look after their environment, build models with construction pieces and play imaginatively with small-world animals.
- Children show enjoyment and become absorbed in their learning as they play with activities that ignite their curiosity. For example, children excitedly mix, pour and transfer water using a range of jugs, pots and pans. The childminder has high expectations for every child and meets their individual needs well. However, on occasion, her assistants do not consistently extend children's learning to a higher level.
- The childminder supports children's communication and language skills well. For example, she sensitively encourages quieter children to use their words and join in. Children show a growing interest in books and favourite stories. They listen keenly to stories that the childminder reads to them. Children enjoy looking at books which represent their family backgrounds and the diverse world that they live in. This helps children begin to develop a positive sense of self and identity.
- All children are motivated learners. They enthusiastically explore and investigate outdoors. For instance, children excitedly collect snails, and eagerly water tomato and strawberry plants. The childminder encourages children to notice different sized snails, such as 'small', 'medium' and 'large', to develop their understanding of mathematical concepts further. Older children excitedly shout

out, 'Look they are friends' as the snails move closer together.

- The childminder is consistent in her approach to help children to manage their feelings and behaviour. For example, children learn how to label their emotions and are rewarded for their positive behaviour. Young children begin to follow simple rules and regulate their behaviour.
- Parents speak highly of the childminder and her assistants. They report that children make good progress from when they first start. For example, parents say that their children learn about diversity, grow in confidence and develop social skills.
- Partnerships with parents and other professionals are good. The childminder engages with parents to help all children catch up quickly and make the best possible progress. For example, she gains important information from healthcare professionals and has plans to share information with teaching staff when children move on to school.
- The childminder provides children with a range of healthy meals and snacks. She uses these everyday routines to teach children the importance of following good hygiene practices, such as washing their hands before meals.
- The childminder follows robust procedures for recruiting staff. Following recent safer recruitment training, she has developed her practice even further to ensure that all her assistants are suitable. The childminder acknowledges what she needs to improve further. For example, she recognises that she needs to strengthen supervision meetings to help her assistants identify strengths and areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants keep their knowledge of safeguarding up to date. They understand how to identify any concerns about children's welfare and to report these to the appropriate professionals. The childminder appreciates the possible dangers related to the use of the internet and takes effective action to protect children. She reads stories to children to help them to understand the safe use of information and communication technology in an age-appropriate way. The premises are secure and the childminder carries out daily checks of the environment to ensure that it remains safe for children to use.

What does the setting need to do to improve?

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

- strengthen the arrangements for the supervision of assistants, to help identify where areas of practice can be enhanced further
- support staff to develop greater consistency in their teaching so that they make the most of opportunities to challenge children and extend their learning further.

Setting details

Unique reference number	EY553214
Local authority	Lewisham
Inspection number	10174336
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in the London Borough of Lewisham. She operates Monday to Friday from 7.30am until 6.30pm for most of the year. The childminder employs two assistants. She holds a degree level qualification equivalent to level 6. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together.
- The inspector spoke to assistants and parents at appropriate times during the inspection.
- A discussion was held between the inspector and the childminder to discuss arrangements for self-evaluation, safe recruitment and the assistants' suitability.
- The inspector spoke to children at 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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