

Childminder report

Inspection date: 3 August 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

Children appear happy and settled in a bright, safe and secure environment. They know the daily routine at the childminder's house. For example, young children take their shoes off at the door on arrival, without prompting. They place their shoe on a shelf in the doorway of the house. The childminder and her assistant have high expectations of children's behaviour. Children behave well and have high levels of self-esteem and confidence. The childminder and assistant use praise to reinforce good behaviour. Staff are consistent in managing children's behaviour.

Children are settled and have built a strong relationship with the childminder and her assistant. They meet children's emotional needs in a timely manner. For example, when babies cry they are picked up, and are given cuddles and reassurances. This soothes them and supports their emotional well-being. This helps them to bond with the childminder and her assistant. Children explore resources attentively in their environment with great interest. They make good progress and are ready for their next level of education when they leave.

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

- During the COVID-19 (coronavirus) pandemic, the childminder has revisited her policies and procedures to make her home as safe as possible and free from infection. She has introduced a 'doorstep' policy for parents to prevent additional adults coming into her home. She implements additional cleaning routines to ensure good hygiene.
- The childminder and her assistant provide children with opportunities to visit local parks and farms. This encourages them to engage in physical and other outdoor activities, which supports children's physical development and well-being.
- The learning opportunities on offer promote children's long-term memories. For example, staff talk to children about activities and experiences that they have had before they came to the nursery. This promotes recall and retention in learning.
- The childminder and her assistant know the children well. They use observation and assessment to develop a secure understanding of children's skills and abilities. The childminder and her assistant use this information to provide a broad curriculum.
- Children develop early knowledge and understanding in mathematics. The staff make effective use of opportunities on offer to promote this. They encourage children to use numbers during play, and they respond positively. For example, young children develop an understanding of the concept of 'zero'. They know that 'zero' represents nothing.
- Children are engaged in conversations and encouraged to ask questions.

Consistent discussions and narratives, alongside play, support children's communication skills and extend their vocabulary. For example, the childminder offers a running commentary during a cutting and sticking activity, which promotes lengthy discussions. The development of vocabulary occurs across all areas of learning.

- The childminder meets her staff regularly to review their work with the children. However, the quality of education is, occasionally, not as high as it could be during small group activities, especially in terms of the staff's teaching skills. This is because the needs of the children are not taken into account when preparing all the activities. Consequently, babies are not always fully engaged.
- Parents comment positively on the childminder and her assistant, and on the curriculum. They say that they receive daily feedback about their children's learning, and described the environment as 'brilliant'.
- The childminder leads and manages her assistant well. They meet regularly as a team to plan learning experiences, discuss children's progress, and evaluate the effectiveness of the setting. The childminder carefully monitors her staff through observations of their practice and evaluate this effectively.
- The quality of education is good, overall. The childminder and her assistant provide children with a broad curriculum. Nonetheless, there are times when children could be given greater challenge in their learning and the necessary support to extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand how to identify any concerns about children's welfare and the procedures to follow in reporting this, if required. The childminder and her assistant have up-to-date paediatric first-aid certificates. The childminder follows robust procedures for recruiting staff. This ensures that her assistant is suitable. The childminder understands how to report any allegations against her or a family member. The childminder and her assistant have a good understanding of wider safeguarding issues. They are able to act to protect children's well-being, if required.

What does the setting need to do to improve?

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

- provide support for babies during small group activities to ensure they are fully engaged
- support staff to make the most of opportunities to challenge children and further extend their learning.

Setting details

Unique reference number	EY563693
Local authority	Lewisham
Inspection number	10191757
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	0 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Catford in South London. The childminder works Monday to Friday 8am to 6pm, for 46 weeks of the year. The childminder works with an assistant.

Information about this inspection

Inspector

Komla Dartey-Zaffar

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in his evaluation of the setting.
- The inspector observed the quality of education during activities indoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector spoke to parents during the inspection and took their views into account.
- The inspector held a meeting with the childminder and her assistant. He looked at relevant documentation, including evidence of the suitability of adults in the home.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- A learning walk was undertaken around the childminder's home to understand how the early years provision, including the curriculum, are organised.

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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