

Childminder report

Inspection date: 25 February 2022

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 show that they feel safe and secure in the childminder's care. Those children who find it difficult to re-settle after holiday absences receive warm attention and cuddles from the childminder. Children develop their curiosity well and have good opportunities to make choices about what to do. They have access to an extremely wide range of accessible and attractive resources that they enjoy and engage with. Children make good use of well-presented activities and cultural events at this welcoming and diverse setting. They have good opportunities to recognise, value and share their languages and backgrounds. Children learn to respect those from different communities and use resources that reflect their backgrounds. They quickly understand the differing needs and abilities of their friends and of others.

Children benefit from the shared approach that the childminder promotes. They experience consistency of care and learning as part of the strong partnerships she builds with their parents and other professionals. Children enjoy a variety of local and extended outings and visits, including to museums and farms. Children take part in activities that build on their interests and backgrounds, and take account of what they should learn next.

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

- The childminder implements an effective curriculum and is ambitious for children. She uses professional development opportunities to help her understand how best to meet their individual needs. For example, the childminder is taking part in research aimed at improving literacy outcomes for children, with the involvement of their parents.
- The childminder provides good opportunities for children to develop their literacy. Children see plenty of pictures, labels and text displayed at their height, both printed and handwritten. Toddlers enjoy sharing stories. The childminder encourages them to lift the flaps and point to illustrations. Children show their confidence to hold pens and make marks from an early stage.
- The childminder builds well on what children already know and she considers their interests well. For example, children enjoy exploring ice balls following a recent hailstorm. They go on to hold discussions with the childminder about the arctic animals and igloo that she provides for them to play with.
- The childminder understands how to provide sequenced learning opportunities for children in ways that they enjoy. For example, children use magnet pickers to recognise patterns and shapes as part of developing their mathematical awareness. This contributes to the positive attitudes to learning that children develop.
- The childminder supports children to develop good language skills. She makes

effective uses of visual aids, models good English and holds back and forth conversations with older children. Very occasionally, younger children experience fewer interactions with the childminder as they play and explore. Nonetheless, they show their emerging language skills as they babble and mimic sounds.

- The childminder provides very good opportunities for children to appreciate and value their languages and communities. Children share information about their families and are proud of their links to other parts of the world. Children who speak a language other than English at home have good opportunities to recognise and hear familiar text and words.
- Children behave well. Older children show care and consideration for their younger friends. They develop their independence well, for example when cutting fruit for snack. The childminder helps children to understand what is expected and they follow instructions well. Children interact with others, for example at local groups. This helps them to acquire positive social skills.
- Parents speak very highly of the 'exceptional' service that the childminder provides. They appreciate the close attention to personal care and the warm affection that their children receive. Parents value the many outings and visits that their children experience, such as strawberry picking or museum visits.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge. She is confident to recognise possible risks to children, including exposure to extreme views or behaviour, domestic abuse or exploitation. The childminder knows how to respond if she is concerned that a child is at risk of abuse or neglect, including if an allegation is made against herself or a household member. The childminder works very effectively with other professionals to help keep children safe. She knows where to seek safeguarding advice and support. The childminder works constructively with parents and others to protect children's health and implement care plans effectively. She manages risks effectively in her home and while on outings.

What does the setting need to do to improve?

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

- strengthen the curriculum further, so that youngest children have more opportunities to interact and communicate as they explore and develop their curiosity.

Setting details

Unique reference number	107249
Local authority	Southwark
Inspection number	10138201
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 13
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 December 2015

Information about this early years setting

The childminder registered in 1996. She lives in Elephant and Castle, in the London Borough of Southwark. The childminder operates Monday to Friday, from 8am to 6.30pm, all year round. She receives funding for the early education of children aged two, three and four years. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Anne Jacobs

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector spoke with the childminder and children at appropriate times and held a telephone discussion with a parent.
- The inspector reviewed documents. These included children's records, written testimonies and evidence of the childminder's professional development.

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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