

# Childminder report

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Inspection date:

3 March 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Inadequate

## What is it like to attend this early years setting?

### This provision meets requirements

Children are happy and settled in the childminder's care. Most children have attended for many years. As a result, they have built strong bonds and secure relationships with each other and the childminder. This creates a relaxed family atmosphere, where children laugh and joke with the childminder and know the daily routines well. Children attend before and after school and enjoy a range of activities and outings that complement their learning at school. Children's love of books is fully enhanced by the childminder, who buys books relating to their interests. Children develop good communication and language skills, as they engage in meaningful conversations during play and everyday routines.

Children behave well and understand expectations of their behaviour. The childminder encourages them to talk about their thoughts and feelings. For example, while walking home from school, children take turns to discuss their day. They are learning to use language to negotiate and manage their own behaviour well during play. For example, when playing with the dolls' house and accessories, they share toys and play cooperatively. Children learn about road safety, and the childminder talks to children about keeping themselves safe when using technology. This helps them to understand about risks and promotes their well-being.

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

- The childminder has met all actions raised at the last inspection. Although she now only cares for minded children before and after school, she has developed her knowledge and understanding of the learning and development requirements, including the progress check at age two.
- Children develop good self-care skills with support and gentle reminders from the childminder. For example, they know to wash their hands after using the toilet and before meals. They quickly put on their coats and shoes independently and collect their things when their parents arrive.
- Children devise the weekly menu with the childminder. This enables them to share their views about foods they like and increases their awareness of healthy eating habits. Children make choices at mealtimes and develop their social skills, as they eat and talk together.
- The childminder evaluates her service well. She identifies her own training needs and considers what she wants to improve, such as more outings as the weather improves. She ensures all required documents are maintained.
- The childminder regularly shares information with parents about their children's progress and events of the day. She actively seeks parents' views through questionnaires. Parents give very positive comments, including saying that they

could not want for a better childminder. Parents know that the childminder teaches children about road safety and good hygiene practice. They say the childminder communicates daily about what their children have been doing, including their reading. Parents say that their children are very happy and love coming to the childminder's home.

- The childminder extends children's learning well. She knows what she wants each child to learn next. For example, she counts with younger children and does simple mathematics, while she encourages older children to practise their times tables.
- Children enjoy creative activities. They make cards and join in activities linked to festivals, such as making pancakes on Pancake Day. They tell the childminder about their favourite books and the characters they are dressed as for World Book Day.
- Children develop good pencil control and mathematical skills as they enjoy using fine pattern colouring-in books. They talk about the patterns and designs with the childminder who gives lots of praise for their efforts and achievements.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has completed training in safeguarding and child protection. She identifies signs of possible harm and abuse, including when children may be exposed to extreme views. The childminder monitors children's attendance and understands potential links to abuse. She understands the procedures to follow if she has concerns about children's well-being or if any allegations are made against her. The childminder has effective risk assessments in place. For example, she ensures refurbishments to her home are completed when children are not present.

## Setting details

<b>Unique reference number</b>	107274
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10213028
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	21 September 2021

## Information about this early years setting

The childminder registered in 1997. She lives in Dulwich, in the London Borough of Southwark. The childminder offers care before and after school, term time only.

## Information about this inspection

### Inspector

Jo Geoghegan

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk of the premises with the childminder who explained how the areas of her home are used for childminding and the activities she provides to meet children's needs.
- The inspector held discussions with the childminder and children, reviewed parents' questionnaires and took account of their views.
- The inspector sampled a range of required documentation, including children's records and the childminder's qualifications.

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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