

Childminder report

Inspection date: 5 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and eager for their day with the childminder. They show they feel safe and secure in her care as they cuddle her for comfort and confidently explore the environment. Key information is gathered in the morning to support children throughout their day. New children settle quickly. The childminder follows the children's routine at home to ease the settling-in period.

Children initiate their own play as they access a wide range of resources and activities. Children are encouraged to follow their curiosity and they are given many opportunities to extend their learning. For instance, when children notice that cars that have been rolled through the dewy grass make track marks on the pavement, the childminder extends this by providing children with paint and various cars to explore different track marks.

Children demonstrate good behaviour. They play well with each other and show kind and caring actions towards one another. The childminder and her co-childminder have high expectations of children's behaviour. The childminder role models good manners and gives children gentle reminders to say 'please' and 'thank you'.

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

- The childminder uses information from parents such as in the children's 'All about me' books, to set their starting points. She uses her own observations and assessments to identify what children already know. This informs her planning to support children to reach their next steps in learning.
- Children are eager learners and love exploring. They participate in activities and become engrossed in their play. For example, children spend time exploring sand and water and use various tools to fill buckets and make marks in the sand.
- Overall, there is good support to develop children's language and communication skills. For example, the childminder speaks clearly and models language by repeating back what children say with the correct pronunciation. However, at times, the childminder asks children questions but does not give them enough time to think and respond, to develop their communication skills further.
- The childminder encourages children to be independent. Children help with household tasks such as wiping tables and putting away the washing up. The childminder provides resources to help children. For example, children are given shoes with hook and loop fastenings to wear in the setting. This helps them to put their shoes on themselves and develop a sense of achievement.
- Children are given opportunities to learn through real experiences. For instance, when children make pizza, they collect the equipment and toppings and they

make their pizza themselves. They safely watch as it is put into the oven. When it is cooked, the childminder talks about the changes that have happened. The children then get to eat the pizza for lunch.

- Children who speak English as an additional language are supported well. The childminder learns key phrases and words in the children's home language to help children to settle and feel comfortable. She names objects in both languages to support children to learn English. The childminder gets resources such as dual-language books that represent the children in her care and makes labels for resources in different languages.
- The childminder teaches children about healthy lifestyles and provides fresh water and healthy snacks and meals. She speaks to children about the vitamins in fruit and why they are good for the body. Children get regular exercise. They enjoy running in the garden and visiting the play park.
- The childminder is committed to her continuous professional development. She attends training with the local authority and watches webinars to extend her knowledge further. This positively impacts children's learning and development.
- The childminder reviews her provision regularly to ensure she is meeting the needs of all children in their care and supporting parents. The childminder values the views of parents and recognises the importance of strong parent partnerships and how this has a positive impact on children. Parents speak highly of the childminder and comment on the manners the children use at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding. She is aware of the signs and symptoms of abuse and has a good understanding of the procedures to follow if she has any concerns about a child in her care. She is confident to report concerns to the appropriate professionals, including any allegations made against her. The childminder keeps up to date with mandatory training such as first aid and safeguarding. She carries out regular risk assessments on the premises and identifies and removes any hazards. This ensures a safe play environment for children.

What does the setting need to do to improve?

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

- allow more time for children to think and respond to questions, to support their communication skills further.

Setting details

Unique reference number	EY277598
Local authority	Lambeth
Inspection number	10234773
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 8
Total number of places	12
Number of children on roll	18
Date of previous inspection	7 October 2016

Information about this early years setting

The childminder registered in 2005. She lives in the London Borough of Lambeth. The childminder works alongside a co-childminder. The childminder provides care for children from Monday to Friday, all year around. The childminder is registered to receive government funding for free nursery education.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of an activity with the childminder.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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