

Childminder report

Inspection date: 5 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the childminder and her co-childminder. The childminder supports children to settle in with a cuddle and gentle encouragement to join her in play. Children develop strong bonds and feel safe and secure in her care. New children settle in quickly and feel confident to explore their environment and express their needs from their first week. Key information is gathered to ensure a smooth settling-in period. Parents are supported well and updated daily about the children's progress.

Children behave well. The childminder has high expectations for children's behaviour and teaches children good manners and respect for others. Children independently use sand timers to support their sharing and turn taking. They show an understanding of each other's needs. For example, older children give younger children their toys when they are upset.

Children are keen learners. They are constantly engaged in activities and enjoy joining in with stories and songs. For instance, during story time, children answer questions about the story and name their favourite character.

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

- The childminder monitors children's progress closely. This helps her to identify any gaps in their development. Children are given good opportunities to recall and remember previous learning experiences. For example, children play games related to familiar stories and activities, which encourages them to talk about what happened during these experiences.
- The childminder generally supports children's language and communication skills well. She reads stories and holds conversations with children during their play. She models correct language and introduces new words to extend their vocabulary. However, at times, she asks closed questions that require a one-word answer, and she does not always give children time to think and respond before repeating the question.
- Children learn about cultures and festivals different to their own. They participate in activities and celebrations that teach them about various traditions from around the world. The childminder uses a range of resources to support children's learning, such as books and videos. The childminder provides parents with fact sheets so they can continue the learning at home. Parents participate and share their own cultures and traditions.
- The childminder supports children who speak English as an additional language well. The childminder and her co-minder have attended training to further support children. She learns key words and phrases in the children's home language and supports them to learn English through stories and picture games.

- The childminder is keen for children to learn life skills. She gives children opportunities to help with everyday tasks, such as sweeping the floor and wiping tables after lunch. Children learn that a clean environment helps them to stay healthy.
- The childminder encourages children to express their feelings. She uses songs and stories to help children learn about different emotions. She validates children's feelings and explores with them how to solve any issues together. For example, when children tell the childminder they feel sad, she tells them that it is okay to feel sad and asks them what would make them feel better.
- Children are encouraged to be independent throughout the day. For example, they choose and get their own cutlery from the kitchen and put away various items. When children put away tea towels in the kitchen drawers by themselves, the childminder gently reminds them to be careful of their fingers when closing the drawer.
- The childminder focuses her continuous professional development on identifying areas to improve and enhance her practice. She is passionate about supporting children with special educational needs and/or disabilities. She has attended a wide range of training and puts the knowledge into her practice to support children in her care.
- The childminder and her co-childminder continually review their provision to ensure children in their care make good progress. They use feedback forms to gather the views of the children and parents and use these to inform their practice and make changes. Parents speak highly of the childminder. They appreciate the support given, especially through the settling-in process.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular risk assessments and removes hazards to ensure a safe and secure environment for children to play. She understands her role and responsibilities to keep children safe. She is aware of signs and symptoms of abuse and has good knowledge of the procedures to follow if she has a concern about a child in her care. She is confident to report any concerns or allegations to the appropriate agencies. The childminder regularly updates her mandatory training such as paediatric first aid and safeguarding.

What does the setting need to do to improve?

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

- Use more effective questioning techniques to further extend children's language and communication skills.

Setting details

Unique reference number	EY558130
Local authority	Lambeth
Inspection number	10213096
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	5 October 2021

Information about this early years setting

The childminder registered in 2018 and lives in Streatham Vale, in the London Borough of Lambeth. She provides care for children all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays. The childminder holds a childcare qualification at level 3 and works with a co-childminder.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The childminder discussed how she ensures the premises are safe and suitable.
- The childminder spoke to the inspector about their 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.
- 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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