

# Childminder report

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Inspection date: 1 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 extremely happy and form secure relationships with the childminder. Children explore the well-designed learning environment and move freely between two rooms. The childminder has thoughtfully planned activities and resources to promote all areas of learning inspired by the children's interests. For example, children explore the home corner where they care for the dolls and prepare tea and coffee for the childminder. Children are encouraged to choose activities independently and persevere with activities, when they become challenging. There are endless opportunities for children to develop their imagination and make choices as they play with small world resources, such as a dolls house and farm. Children behave very well following consistent role modelling by the childminder. They put toys away when asked and independently seat themselves on their allocated chair to eat mid-morning snacks. Children develop independence whilst putting shoes on and washing hands before and after activities. Children have plenty of opportunities to develop physical skills as they use climbing equipment in the private garden and local park. Regular trips to the farm, museums, library and playgroups enable children to explore learning in a range of environments, and further build upon what they know.

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

- Children's communication and language skills are continually developed by the childminder. She models vocabulary whilst playing with the children in the home corner, introducing words relevant to play, such as "hot" when children pretend to pour from a teapot. She relates such language to the pretend oven in preparation for cooking activities when the children are older.
- The childminder uses children's interests as starting points and an opportunity to develop language. Photographs from a recent outing to the farm are displayed alongside a small world scene with farmyard books. The display is used as a focal point for discussions, and children are encouraged to look at books, while the childminder recalls the visit and animals seen. Children are excited as they name the animals and relate them to those in the photos.
- Children develop personal skills as the childminder encourages thick jumpers to be removed before putting on smocks to protect clothing when painting. The childminder gives verbal cues such as "one arm out", and "now the other" and gently encourages them to persevere. They are also encouraged to blow their own noses and place used tissues in the bin, before washing their hands, which promotes self-care skills. However, the childminder does not always provide explanations when giving instructions, leaving children wondering why they have been asked not to do something. This does not help children understand behavioural expectations.
- Children display positive behaviour and attitudes towards learning. As an

example, children place dolls in a buggy but become frustrated when unable to fasten the safety strap. The childminder uses gentle words of encouragement and suggests how the strap could be fastened which prompted further perseverance and resilience until the task was concluded. Children are encouraged to tidy play dough into containers before moving onto another activity helping them to understand behavioural expectations.

- Children's love of dolls is skilfully used by the childminder to discuss and model kind and gentle behaviour toward babies. This prepares them for play dates with younger children and visits to play groups. This helps develop social skills. The childminder arranges regular outings in the diverse community, to places such as museums and the library. The children celebrate festivals such as Diwali. This helps to teach children about life in modern day Britain. The childminder encourages respect and tolerance as she models and encourages turn-taking, patience and listening to each other.
- Parents report that their children are happy, safe and secure. The childminder builds on the views and ideas shared by parents as she plans learning opportunities. For example, she focuses on numeral and quantity matching activities, following parents' comments that children have been showing an interest in counting at home. This further develops mathematical skills and builds upon what children already know.
- The childminder regularly completes training which she builds into her practice. She draws on the advice and expertise of the local authority early years adviser and fellow childminders, which helps improve her practice. This is evidenced in the newly acquired puzzles, which she uses to help children learn how to fasten clothes and shoes. This enables children to develop fine motor skills and independence.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a solid understanding of the possible signs and symptoms of child abuse and how to keep children safe from harm. She is aware of who to contact, should she be concerned about a child's welfare. She attends regular safeguarding training to keep her knowledge up to date and is competent in her understanding of the steps to take should she witness extremism behaviour and/or if she believes children are vulnerable in relation to cultural practices. She regularly assesses and evaluates the risks in her home, ensuring that it is safe.

## What does the setting need to do to improve?

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

- consistently explain behavioural expectations to children to encourage them to self-regulate their behaviour.

## Setting details

<b>Unique reference number</b>	EY376675
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10235224
<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>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	4 January 2017

## Information about this early years setting

The childminder registered in 2008. She lives in Lee, in the London Borough of Lewisham. The childminder provides care Monday to Wednesdays from 8.30am until 5.30pm.

## Information about this inspection

### Inspector

Jill Pearce

### 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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language
- 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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