

Childminder report

Inspection date: 19 December 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	Met
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What is it like to attend this early years setting?

The provision is good

Children form close bonds with the childminder, who provides a warm, nurturing environment. They feel safe and secure, and confident to ask for help when needed. Children develop a good imagination as they eagerly explore different activities, such as wet sand. Children have lots of opportunities to develop their physical skills. For example, they play in the garden daily and go on trips to the local park, where children have more space to practise different skills, such as running and climbing in the fresh air. Children learn about the world around them as they take part in a range of events.

The childminder promotes good behaviour and manners. She supports children with consistent routines, words of encouragement and positive praise. This warm and kind approach helps children behave well and supports their relationships with others. Mealtimes are a social occasion. Children learn to make healthy choices as they talk about what they are having. The childminder uses this time to promote independence as she encourages children to serve themselves. Younger children learn to use cutlery correctly. The childminder supports children's social skills and helps them to learn to interact and share with different people. They develop their concentration skills through engaging activities. For example, children explore the texture of play dough, which helps them to enhance their imagination.

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

- The childminder provides a curriculum that focuses on the individual needs of each child. She effectively uses her observations and assessments of children's learning to arrange the environment. As a result, children engage well in both adult- and child-led play. The childminder provides activities that are based on children's interests and what she knows they enjoy and can do. Children are keen to participate in activities. All children, including those with special educational needs and/or disabilities make good progress.
- Overall, children's language and communication skills are progressing well. The childminder constantly talks to children and asks many questions. However, sometimes, she does not give children enough time to think and respond, to enhance their skills even further.
- Partnerships with parents are strong. Parents all comment on how supportive the childminder is and how grateful they are for the high-quality care and support she provides for their children. Parents are very happy with the childminder. They would highly recommend her to other parents.
- The childminder provides good support to develop children's personal, social and emotional skills. Children learn to share resources and are respectful to each other. The childminder is a good role model. For example, she interacts well with the children, says 'please' and 'thank you' and encourages them to wait their

turn. Children make pretend gingerbread people, which they share with others. They happily play alongside others and develop positive relationships.

- Children know how to count and understand different numbers. For example, they count the number of gingerbread people they make and identify numbers in the room. However, the childminder does not always use these opportunities to extend children's mathematical knowledge further to complement what they are learning in school.
- The childminder effectively supports children to learn about keeping themselves safe and healthy. For example, the childminder provides healthy and nutritious meals and encourages children have regular drinks of water. Children are reminded to wash their hands before eating and after coming inside from outside. The childminder ensures children have daily exercise and rest when needed.
- Children learn about the diverse society in which they live. For example, the childminder ensures that children visit places, such as libraries, shops and playgroups. They learn about people's similarities and differences. For example, they access a broad selection of resources that help children to understand. These include books, dressing-up costumes and small-world people. They learn about different cultures and religions through well-planned activities.
- The childminder is committed to her own professional development. She ensures that she completes training to keep her knowledge and skills up to date. The childminder also researches information and seeks feedback from parents to help her improve her practice and provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and keeps her knowledge up to date. She has good knowledge of wider safeguarding concerns, such as extremist views and behaviours. She is aware of the different types of abuse and knows what action to take should she be concerned about the welfare of a child. The childminder is aware of the local procedures she must follow to report any child protection concerns. She provides a safe environment both indoors and outdoors for children to use. She ensures adults living in or visiting the household are deemed suitable.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions, to extend their communication and language skills further
- expand children's mathematical knowledge, such as including simple adding and subtraction, to build on what they already know.

Setting details

Unique reference number	EY356671
Local authority	Lambeth
Inspection number	10235109
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	2 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 February 2017

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Lambeth. She operates her service from 8am to 6pm, all year round, except family holidays.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder completed a learning walk with the inspector to understand how the early years provision and the curriculum are organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of relevant records and documentation. This included evidence of suitability and training.

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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