

Childminder report

Inspection date:

30 November 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

Excitement for learning and inquisitiveness are at the forefront of this home-from-home setting. The childminder has high expectations for all children. Children use their curiosity to explore and experiment in the well-resourced environment. Children take the lead in their play experiences, while the childminder supports and encourages their learning through play. Younger children use their fingers, while older ones choose forks to make marks with paint. They are in awe as they learn about the texture of the paint and the different patterns they can make.

Children have excellent bonds with the childminder, who uses her calm and nurturing approach to help them feel safe. Younger children regularly check in with her for cuddles and reassurance. Older ones excitedly involve the childminder in their play. Such practices lead to children feeling secure and valued, demonstrating a strong sense of belonging.

The childminder identified that children missed out on a lot of opportunities to develop their social skills during the COVID-19 pandemic. Hence, she puts a lot of effort into planning opportunities for children to enhance these. She visits playgroups and meets up with other childminders in the park. This is helping the children learn about relationships and how to interact with one another, developing their social and communication skills.

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

- The childminder uses a variety of ways to help children gain an understanding of the wider world. Children have plenty of opportunities to learn about the community they live in. The childminder takes children on daily outings in the community, where they meet different people. They visit local markets where they can learn about the different foods and cultures. Learning opportunities such as these give children an understanding of similarities and differences, and of cultures different to their own.
- Children are well supported with their preparation for school, developing their independence. They confidently find toys and activities of their choice throughout the day. From a young age, children learn how to use cutlery at mealtimes. Older children take responsibility for their self-care, including using the toilet independently.
- The childminder assesses children's development when they first start with her. She also completes the required progress check for children at age two. This helps her to identify any gaps in children's learning and development, and when they may need additional support. She is highly receptive and quickly gets to know children's needs and interests. This helps her to plan effective and exciting learning experiences for the children.

- The childminder has strong relationships with parents. She also has well-established links with other settings and schools that children attend. She identifies what the learning expectations are and shares children's learning achievements.
- The childminder is dedicated to providing a positive learning experience for the children in her care. She keeps her knowledge updated by accessing training, and by sharing knowledge with other childminders. Yet, the childminder does not make effective use of self-evaluation to identify development targets. This would bring the overall quality of the provision to the highest level.
- The childminder ignites conversations during mealtimes. They talk about the different types of foods and the importance of having nutritious food to keep healthy. The childminder helps support children's well-being and healthy lifestyles. Children wash their hands at appropriate times during the day, for example, before lunch and after using the toilet. Children follow good hygiene routines.
- Children learn about the expected behaviour, and understand appropriate boundaries. The childminder role models excellent behaviour. She has good insight about the things that could impact on children's emotional well-being. This helps to create a very calm and friendly atmosphere, which enables children to thrive in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and welcoming learning environment for children. She uses effective risk assessments for when children play outdoors and for when they visit the local community. Children learn about how to stay safe. The childminder supervises children carefully. She holds a current paediatric first-aid certificate and accesses regular safeguarding training. This helps her to keep her knowledge up to date. She is able to discuss signs that could indicate that a child is at risk of harm, and knows the procedures she would follow in such a case. She knows what agencies to report her concerns to, and the steps to take if there was an allegation made against her or anyone else living in her household.

What does the setting need to do to improve?

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

- make better use of self-evaluation to identify new professional development targets, and help bring the leadership and management of the provision to the highest level.

Setting details

Unique reference number	EY461897
Local authority	Lewisham
Inspection number	10236163
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	1 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 December 2016

Information about this early years setting

The childminder registered in 2013. She lives in Deptford, in the London Borough of Lewisham. The childminder provides childcare from 8am to 6pm, Monday to Thursday, during school terms.

Information about this inspection

Inspector

Anja Eribake

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 childminder and has taken that into account in her evaluation of the provider.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact that these were having on children's learning.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector looked at relevant documents, including paediatric first aid, qualifications, insurance and suitability checks.

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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