

Childminder report

Inspection date: 8 March 2023

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 feel safe and secure as they explore the childminder's home. They enjoy messy play and develop creative skills. For example, children paint their feet and hands as they explore colours and shapes at the art table. Children develop confidence as they use their senses.

Children enjoy spending time outside. They make mud pies and explore water in the garden. Children experiment using different tools as they dig for dinosaurs in the soil. They climb and play on larger equipment at the local park. Children are able to build their physical skills over time. Children also go on outings every week, including to the library and local gardens. This helps children to understand the world around them and develop a sense of belonging.

Children behave well. They listen to the childminder and follow instructions. Children understand the rules and expectations of the childminder. For example, at lunchtime, children help the childminder to get the table ready for lunch. They fetch cups and chairs and sit together at the table. Children understand what they need to do. They wash their hands and feed themselves as they eat together. Children learn how to share. They take turns and cooperate well with each other.

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

- The childminder knows children well. She finds out about children's previous experiences and their likes and dislikes. The childminder uses this knowledge to plan interesting activities that children enjoy. For example, outside, children explore snow. They talk about how it melts as they scoop, touch and move it into different containers. The childminder understands the knowledge and skills which young children need to learn. She creates an environment that encourages children to be curious and use their imaginations.
- The childminder identifies what children know and can do. She shares this information with parents. The childminder plans a range of appropriately challenging activities for the children. However, when planning activities, she does not always closely link these to children's individual next steps in learning. This does not consistently support children to achieve the best possible outcomes.
- The childminder understands that some children need additional support with their learning. She identifies any gaps in their learning and works with parents to support their children at home. The childminder liaises with external agencies to access help for children where required. Children reach their developmental milestones.
- Care practices are effective. Children develop their self-care skills. For example, they help to change their clothes and access water independently. Children are

confident and independent.

- The childminder interacts with the children in a positive way. She teaches new language through stories and sings nursery rhymes with children. Children develop their listening skills and understand new words. However, on occasion, the childminder does not give children time to respond when she speaks to them. This does not help children to be able to always practise their speaking skills.
- The childminder plans opportunities for children to learn about other people. For example, they go to the local market and look at fruits and vegetables from around the world. Children explore music from other countries at a local playgroup. This helps children to develop a respect for different people and communities.
- Parents report that they are happy with the care that their children receive. They say that their children enjoy sharing the sculptures and paintings they create with the childminder. Parents say that their children learn to share with others. They report that they receive shared photos and videos of what their children are learning. This helps them to carry on activities at home.
- The childminder is reflective of her practice. She plans professional development opportunities for herself and her assistant. For example, she has recently attended training on behaviour management. The childminder says this has helped her to use different strategies to manage children's behaviour. Children learn to understand and regulate their own feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs that children may be at risk of abuse or harm. She knows how to report her concerns to the appropriate authorities. The childminder knows how to respond in the event of an allegation against an adult. She conducts regular risk assessments to ensure that her home is free of hazards. The childminder regularly attends training to keep her knowledge and skills up to date. She works with her assistant to ensure that she understands her procedure for recording and reporting safeguarding concerns.

What does the setting need to do to improve?

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

- enhance the planning of activities, so that they are closely linked to all children's individual needs
- strengthen interactions to enable children to practise using the most ambitious language.

Setting details

Unique reference number	EY484853
Local authority	Lambeth
Inspection number	10276435
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 13
Total number of places	5
Number of children on roll	5
Date of previous inspection	14 July 2017

Information about this early years setting

The childminder registered in 2015. She lives in Tulse Hill, in the London Borough of Lambeth. The childminder provides care for children all year round from 8.30am to 6pm, Monday to Friday, including public bank holidays. She works with two assistants at times.

Information about this inspection

Inspector
Kate Daurge

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 their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact 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.
- Children spoke to the inspector during the inspection.

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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