

Childminder report

Inspection date: 27 April 2023

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| 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 make friends in the childminder's home. They learn about each other's likes and dislikes as they select toys together. For example, as the children tend to the dolls, they give each other instructions and ideas. Children are considerate of the feelings of others. They sensitively give each other help and encouragement. Children are relaxed and happy. The familiar routine helps children to feel safe and secure. Children cooperate with each other and behave well.

Children's mathematical development is well supported. For example, as they eat snack, children count the pieces of cut-up strawberry. They explore what would happen if they added or took away pieces. The childminder has high expectations of the children. She supports them as they think and solve problems. Children learn to keep on trying, even when they experience setbacks.

Children are happy and relaxed. They feel comfortable with the childminder, who knows them well. Children develop communication skills as they hear and use new language. They listen to the childminder, who speaks clearly to them and checks their understanding. For example, children learn the names of emergency vehicles and talk about when to call them. Children are confident talkers and learn to have back-and-forth conversations.

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

- The childminder gets to know the children well. She finds out what they know and can do. The childminder plans activities that are challenging and help children to develop skills. For example, the children practise cutting and chopping, using scissors and small knives. They take appropriate risks as they are safely guided by the childminder. Children are well prepared for the next stage of their education.
- The childminder plans activities that are ambitious for all children. For example, she teaches the children new vocabulary, using a sack of interesting objects. However, on occasion, the childminder spends too long explaining new concepts and ideas to children. Children are not always able to concentrate fully. On occasion, some children do not fully enjoy focused activities.
- The childminder helps children to use new words in their play. For example, she supports children as they explore the names of different animals. Children discuss feeding squirrels at the park, sing nursery rhymes and listen to stories. All children are developing their vocabulary and speak with increased confidence and fluency.
- The childminder's care practices are effective. She helps children to learn self-care skills. For example, children can put on coats and shoes. They wash their hands and cut up their snack into small pieces. Children learn to use the toilet

with the gentle guidance of the childminder. Children are gaining independence skills. They are able to do things for themselves.

- Parents report that their children are happy and relaxed. They say that the childminder's caring and calm approach helps children to feel safe. Parents report that communication is effective. They say that information they receive about the children's learning helps them to continue developing skills with them at home.
- The childminder supports children to understand the world around them. For example, children visit several local playgroups, as well as the local park. The childminder recognises that this helps children to meet other people. Children are able to respect and recognise the differences between themselves and others.
- The childminder helps children to learn about healthy lifestyles. She provides healthy food at snack and lunchtime. Children try new foods and talk about how they look and what they taste like. Children visit the local park and play on tricycles outside. They are developing control as they move. Children enjoy being physically active.
- The childminder understands that some children may need additional support with their learning. She is able to find out what children know and can do. She uses this information to make sure that children are reaching their developmental milestones. The childminder knows how to work with external agencies to give children extra help, where required. All children reach their developmental milestones.
- The childminder is reflective of her practice. She regularly tries new activities with the children to help them learn new knowledge and skills. However, the childminder does not actively seek out professional development opportunities. As a result, her teaching skills have not continued to build further over time, and sometimes children do not always achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the impact the COVID-19 pandemic has had on children's safety and well-being. She recognises the signs that may cause concern. She is able to talk about the indicators that children may be at risk of abuse or harm. The childminder knows how to report her concerns to the appropriate authorities. She knows the action to take if an allegation is made against her or other adults. The childminder conducts regular risk assessments of her home and garden. This includes checking for hazards and ensuring equipment is in good condition.

What does the setting need to do to improve?

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

- further develop the planning of activities to promote children's eagerness to join in
- plan professional development opportunities to ensure that teaching skills develop over time.

Setting details

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| Unique reference number | EY270777 |
| Local authority | Lambeth |
| Inspection number | 10280028 |
| 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 3 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 14 September 2017 |

Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Lambeth. She cares for children five days a week, all year round. The childminder's operating hours are 8am until 5.30pm, Monday to Friday.

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 showed the inspector the premises and discussed how they ensure it is 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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