

# Childminder report

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Inspection date: 8 June 2023

<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 happy and well settled in the care of this attentive and nurturing childminder. They happily explore the different learning experiences organised by the childminder. The childminder has great desire and passion to support children to learn well.

Children learn to follow routines, and the childminder consistently reminds children of the rules and teaches older children to be gentle, nurturing and caring towards younger children. The childminder provides opportunities for children to interact, share and take turns. Children are reminded to help tidy up before transitioning to the next activity. The childminder encourages children to put resources back in the correct areas, such as mathematics books in the mathematics area, and she models this very well for the children to mirror independently.

Children enjoy exploring books about farm animals with the childminder. They also match the different farm animals, made available by the childminder, when they read the book.

Older children enjoy using the resources in the kitchen area and make cups of tea for the childminder.

Children learn to develop their counting skills through routine activities. For example, during snack time, children count 'one, two, three' slices of toast. The childminder uses 'my turn, your turn' to model counting.

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

- The childminder exposes children to numbers, shapes and nursery rhymes to develop their early mathematical skills through planned and daily activities.
- The playroom has flags of the different countries the children are from displayed to celebrate their identity. The childminder supports children to access books about different cultures and festivals from the library. This helps children develop an understanding of people with different beliefs and cultures.
- The childminder supports children to develop their gross motor skills by taking them to the park daily. There, children learn to climb, throw balls and play catch with the childminder. As for the younger children, the childminder encourages them to stand and develop their upper-body strength and to eventually learn to walk.
- The childminder introduces lots of language. She provides a narrative for their play and encourages them to repeat keywords from books. She spends time holding the sensory book for younger children and encourages them to turn the pages, feel the different textures and explore the book, while she asks several questions. However, the childminder does not always make use of open

questions in conversation to further extend children's responses and language skills.

- Activities are planned based on the childminder's knowledge of each child, their needs and next steps. She knows what children can do and what they need to do next. She plans activities to support them to practise skills and knowledge to meet their next steps. However, the childminder is sometimes too quick to show and tell children what to do. This means that children are not fully challenged to build on their critical thinking skills independently.
- The childminder prepares healthy, nutritious meals and caters to children's specific dietary requirements and allergies.
- The childminder works with external professionals to develop her practice and provision. She accesses training through the local authority and works with their family services and early years advisory team. She is a member of Childcare UK and accesses a lot of training through their webinars. She is a reflective practitioner and evaluates her provision. She is aware of the importance of accessing training to enhance her practice.
- The childminder possesses good knowledge on how to identify children who may have special educational needs and/or disabilities (SEND). She understands the importance of working in partnership with parents and external professionals, including the local authority inclusion team, to support children with SEND effectively.
- The childminder has built good relationships with parents. Parents receive daily updates about their child's learning, development and care. Parents comment positively about her nurturing and caring approach. The childminder also shares strategies with parents to support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed the safeguarding and child protection training. She is aware of the systems and processes to follow if there was a safeguarding concern. She has a safeguarding policy and works very closely with the local authority family services and early years development team for support and is aware of the different indicators of abuse. The childminder carries out risk assessments to ensure the learning environments are safe and clean for the children to learn in. She has taken reasonable measures to ensure children are kept safe in her home.

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

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

- identify more opportunities to allow children to challenge themselves and develop their critical thinking skills, as they engage in their self-chosen play

- utilise open questions to engage children in conversation, to help them to develop their communication skills.

## Setting details

<b>Unique reference number</b>	EY487780
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10285592
<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>	0 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	11 October 2017

## Information about this early years setting

The childminder registered in 2015 and lives in the London Borough of Lambeth. She operates Monday to Friday, from 8am to 6.30pm, all year round. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Honufa Begum

### 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 childminder.
- The childminder gave a tour of the learning environments to the inspector.
- Written views of parents were considered by the inspector.
- The inspector observed the sleep routine of the children.
- A leadership and management meeting was held by the inspector with the childminder.
- A sample of policies, procedures and relevant documentation were evaluated by the inspector.
- Interactions between the childminder and children were observed by the inspector.

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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