

Childminder report

Inspection date: 26 October 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

The childminder interacts with children in a positive way. She energetically sings nursery rhymes using puppets to introduce new language to the children. For example, as she sings 'Wind the bobbin up', the youngest children join in with the actions and words. The childminder captivates children by using a variety of strategies to sustain their attention. She praises them as they point to the ceiling and the door. As she speeds up the nursery rhyme, children squeal with excitement. Children are deeply engaged. They concentrate for long periods and feel proud of their achievements.

The childminder has high expectations of children. She teaches them rules about the environment that children understand and follow. For example, at tidy-up time, children learn which boxes their toys go in. They spend time making sure that their toys go away in the correct places. Young toddlers listen to the childminder and follow her instructions. Children are happy. They behave well.

The childminder teaches ambitious new language to the children. She speaks clearly and repeats new vocabulary. The childminder expects children to respond. Children are learning to engage in back-and-forth conversations. They learn new words and use them in their play.

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

- The childminder plans a curriculum with a clear intent for learning. She wants children to be highly independent and well mannered. The childminder effectively shares her vision with her assistants. They work together as a team to remind the children to say 'please' and 'thank you' and do things for themselves. Children are well prepared for the next stage of their education.
- The childminder finds out what children know and can do. She sequences her curriculum in a way that builds on children's prior knowledge and skills. The childminder identifies when children reach developmental milestones. She plans challenging opportunities to extend their knowledge and skills. Children reach their milestones.
- The childminder understands that some children need additional support with their learning. She works with external agencies to ensure that children are able to access help from experts where required. Children with special educational needs and/or disabilities make good progress.
- The childminder and her assistants interact with children in a way that promotes children's speaking. They ask questions and give children time to respond. Children are becoming confident communicators. There is a culture of speaking and listening. Children interact with their friends as well as the childminder. They display high levels of self-esteem.

- The childminder understands that it is important for children to explore their community, for example, to meet new people and visit different places. However, the childminder does not provide a wide range of these experiences, in order to support children's confidence with this.
- Care practices are effective. The childminder supports children to wash their hands and feed themselves. Babies sleep in a calm and peaceful environment. They wake to cuddles from the childminder and her assistants. Children feel safe and secure.
- Parents are happy with the care their children receive. They say that children are happy and settled. Parents report that the daily diary and regular parents' meetings help them to extend their children's learning at home.
- The childminder encourages children to celebrate their differences. She promotes an understanding of different cultures and languages. For example, she plans opportunities for children to hear and use their home languages throughout the day. Children are gaining a respect for other people.
- The childminder is reflective of her practice. She thinks about the way that children learn and adapts her practice. However, she does not always plan opportunities for herself and her assistants to learn new skills. The teaching skills of the childminder and her assistants do not always improve over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand the safeguarding issues that may affect children in their care. They know how to report their concerns to their local safeguarding partners. The childminder and her assistant know the action to take in the event of an allegation being made against an adult. They regularly attend training to keep their knowledge and skills up to date. The childminder reviews her procedures for keeping children safe and updates her assistants regularly.

What does the setting need to do to improve?

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

- build on existing good practice to enhance the planning of experiences for children to learn about the world around them
- further develop opportunities for all staff to access continuous professional development to help their knowledge and skills develop over time.

Setting details

Unique reference number	EY486700
Local authority	Lambeth
Inspection number	10308463
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 2
Total number of places	12
Number of children on roll	10
Date of previous inspection	8 March 2018

Information about this early years setting

The childminder registered in 2015. She lives in the London Borough of Lambeth. The childminder works with two assistants and a co-childminder. She operates her service from Monday to Friday, 8am until 6pm, all year round. The childminder holds a recognised early years qualification at level 6. Her assistants hold appropriate early years qualifications at level 3.

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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