

# Childminder report

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Inspection date: 20 November 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 engaged in a range of interesting activities in this welcoming setting. They have warm, close relationships with the childminder, who values each child highly. The childminder helps children to settle well by, for example, linking their interests to activities that children thoroughly enjoy. She manages children's behaviour effectively by, for instance, having high expectations of children and by sharing group rules with them. Children learn to take turns and share. This is evident when they play organised games together.

The curriculum is wide and stimulating, and children make good progress. Children have good opportunities to develop their physical skills. For example, they aim and throw hoops over pegs to gain good coordination skills. The childminder takes children to the local park, where they practise running and learn to balance and climb across frames. Children develop good mathematical skills, such as when the childminder sings number songs and rhymes with them to support their counting skills. She teaches them names of different shapes by using flash cards and supports their understanding of mathematical language, such as 'long' and 'short'. The childminder helps children to develop some understanding of the importance of living a healthy lifestyle. For example, she provides daily physical challenges and fresh, nutritious meals.

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

- Children gain a good understanding of the world. The childminder teaches children how things grow and where food comes from by, for instance, planting and growing strawberries, potatoes and tomatoes in the garden. She teaches older children about the earth, continents and different countries.
- Children learn about difference in effective ways. For instance, the childminder provides toys and books that reflect different races and cultures. She explains and helps children to learn about a range of special festivals, such as Diwali and Chinese New Year.
- The childminder helps children to gain good communication, language and literacy skills. For example, she models good sentence structure and questions children effectively. The childminder reads a wide range of books to children and sings songs with them to support their language development.
- The childminder supports children's creative development effectively. For instance, she provides a range of tools and materials for children to explore different textures and effects, such as paint, chalk and play dough.
- Children learn how to do things for themselves. For instance, the childminder teaches children how to put on their coats and shoes and to feed themselves. All children help to tidy up when they have finished playing.
- Children act with care and caution. The childminder teaches children how to

handle tools, such as scissors, safely. She teaches children about road safety and how to use the stairs appropriately.

- The childminder works successfully with parents and provides regular updates on children's progress in effective ways. She discusses children's needs with parents, and they work together to support children's development, such as potty training.
- The childminder is keen to develop her skills and knowledge and has attended several courses. For instance, she attended a course on managing children's behaviour, which led to improvements in this area.
- Children gain a good understanding of different feelings. For example, the childminder talks to children each day about how they are feeling. She uses pictures of different emotions to help children to identify and understand their feelings.
- The childminder regularly reviews all aspects of her work and identifies areas for improvement. For instance, she plans to continue to develop the garden area to support children's learning further.
- The childminder has started to teach children about how to keep their teeth and gums healthy. For instance, she explains why it is important to brush teeth regularly. However, this area of learning has not been fully developed to support children's awareness further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean and safe home. She carries out risk assessments each day to reduce the risk of hazards in her home and outdoors. The childminder has good safeguarding knowledge. She is aware of possible signs and symptoms of abuse and is aware of the procedures to report her concerns. The childminder undertakes regular training to update her safeguarding knowledge.

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

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

- strengthen children's awareness of oral hygiene further, to support their understanding of how to keep their teeth and gums healthy.

## Setting details

<b>Unique reference number</b>	140070
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10308014
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	16 March 2018

## Information about this early years setting

The childminder registered in 1993. She lives in Herne Hill, in the London Borough of Lambeth. The childminder provides care for children from Monday to Friday, from 8am to 6pm, all year round, except on public bank holidays.

## Information about this inspection

### Inspector

Jenny Beckles

### 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 inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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