

Childminder report

Inspection date: 17 January 2024

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 settle well in the welcoming learning environment and feel safe. The childminder gathers detailed information from parents when children start, to help plan for their care and learning.

The childminder has secure attachments with the children. Children who are very new to the setting go to the childminder for appropriate cuddles and reassurance when they become upset. Children are becoming familiar and confident with the daily routines due to the well-structured settling-in arrangements.

The childminder and her assistant have high expectations for children's behaviour. They set clear rules and boundaries for play and encourage children to share and take turns. They are consistent in their approach and this helps children to understand what behaviour is acceptable and what is not.

The childminder is clear about the knowledge and skills that she wants the children to acquire before they move on to nursery or school. She plans exciting activities that capture young children's interests and support their development. For instance, children maintain high levels of engagement and concentration while experimenting with oats and water. The childminder and her assistant interact positively with children during this activity to extend their communication and language development.

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

- The childminder implements a curriculum that meets the needs of children. Her assessment arrangements are highly effective to identify what children know and what they need to learn next. The childminder plans her learning intent well to help children learn new skills and build on what they already know. However, she does not always ensure that the learning environment is organised well enough to further support children's independence and curiosity. Children are not always able to access resources easily to extend their interests.
- Children experience a language-rich environment. The childminder uses highly effective strategies to develop children's communication and language development. She comments on what children are doing, introduces new words and asks questions to help children think and respond. The childminder instils a love of reading in children from an early age. She enthusiastically reads to the children and shares many books with them. This helps children to build secure foundations for future learning, such as early reading and literacy skills.
- The childminder understands her responsibilities to keep children safe. She risk assesses her learning environments well to remove any potential hazards to children's play. The childminder and her assistant attend regular safeguarding

training to help keep their knowledge up to date. They can easily recognise when a child's safety is at risk and know the correct reporting procedures. The childminder monitors her assistant's practice well and ensures that safeguarding procedures are implemented consistently to assure the safety and well-being of children.

- The childminder uses effective strategies to support partnerships with parents. She works closely with parents to help her identify children's starting points in learning. The childminder regularly shares information with parents about children's care and learning and how they can support learning further at home. Parents receive comprehensive information regarding policies and procedures covering all aspects of care. This effective two-way communication helps to provide continuity and consistency in children's care and learning.
- Children demonstrate positive attitudes to learning. The childminder and her assistant use age-appropriate behaviour management strategies, such as distractions and explanations, to help children to understand the expected behavioural boundaries. They use positive language and praise the children throughout the day to help boost their self-esteem.
- The childminder promotes children's healthy eating and good health. She provides healthy snacks and encourages parents to send in nutritious food. The childminder encourages children to wash their hands before meals and explain why they need to do so. She takes children out for regular walks to the local parks and playgroups to have experience of outdoor learning and stay active. This successfully builds on children's physical development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the organisation of resources to better support children's independence and curiosity.

Setting details

Unique reference number	EY542227
Local authority	Southwark
Inspection number	10310235
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	1 to 8
Total number of places	3
Number of children on roll	2
Date of previous inspection	20 June 2019

Information about this early years setting

The childminder registered in 2017. She lives in the London Borough of Southwark. The childminder has a level 3 childcare qualification. She provides childcare all day, on weekdays, for most of the year. The childminder works with an assistant.

Information about this inspection

Inspector

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Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- A joint observation was conducted by the inspector and the childminder and discussions were held about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to the childminder's assistant and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, such as the childminder's training certificates.

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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