

Childminder report

Inspection date: 23 January 2024

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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

The childminder works with parents to find out detailed information about children's health, well-being and learning experiences before they start. This helps her to plan her curriculum and support children to settle quickly. The childminder is attentive to children's changing needs. She provides children with cuddles when needed and offers them reassurance. This helps children to build strong attachments and feel safe and secure. Children arrive happy and confidently say goodbye to their parents.

Young children are encouraged to make independent choices in their play. They select resources and show good levels of concentration. For example, children eagerly explore items in the treasure basket and enjoy listening to the different sounds with the childminder. Children shake shakers, ring bells, scrunch paper, turn on switches and laugh as they watch wind-up toys move. This helps children to practise their fine motor skills.

The childminder has high expectations for all children. She provides regular praise and encouragement and involves children in devising the rules in her home. This helps children to understand the behaviour that is expected of them, use good manners and learn how to stay safe. The childminder acknowledges children's achievements and raises their self-esteem. She supports children to have high aspirations and a positive attitude to their learning.

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

- The childminder offers a broad curriculum that encompasses all areas of learning. She uses her observations to identify children's interests. This helps the childminder to plan activities and learning experiences that are tailored to meet children's needs and style of learning. The childminder has robust assessments in place to ensure that all children make good progress and to address any gaps in their learning quickly.
- The childminder places a high priority on children's communication and language skills. She listens attentively as younger children babble. The childminder joins in children's conversations, repeats words and encourages back-and-forth interactions. She introduces new vocabulary and provides a commentary as children play. The childminder recaps on children's previous learning, asks questions and gives children time to think and answer. This builds on children's thinking skills and extends their sentences.
- The childminder embeds children's early literacy skills throughout her practice. Children snuggle with the childminder and enjoy sharing stories. Younger children turn the pages and open flaps with excitement. They repeat animal noises as they share props and pretend to retell stories to the animals. Children

have many opportunities to make marks with different art mediums. This supports them to develop their grip in preparation for future writing.

- Partnerships with parents are positive. Parents feel that their children have settled very well and have built strong bonds with the childminder. The childminder keeps parents updated about their children's routines and learning experiences. Parents acknowledge that their children are making good progress. The childminder identifies and adds children's next steps in learning to the daily diary. However, not all parents are aware of these or receive ideas to help them to continue their children's learning at home.
- Children actively use their imaginations as they pretend to cook and to care for the babies. The childminder engages effectively and extends children's language. She introduces counting with children to extend their understanding of numbers. However, during children's play, the childminder does not include other mathematical language or concepts, such as shape, measure and weight.
- The childminder promotes children's healthy lifestyles well. She cooks nutritious meals for children and uses some produce that they grow together. Children regularly spend time outside and go to the park, where the childminder supports them to learn new skills and develop their balance and coordination. Children go on trips to groups and places of interest in the community. They develop an understanding of other cultures and their own uniqueness.
- The childminder is proactive in keeping her knowledge and understanding up to date. She accesses regular training and reflects on her practice. Through her gained knowledge and evaluations, the childminder has made improvements and has addressed her previous recommendations. For example, younger children regularly explore and experiment with a range of materials to fully promote their creative skills.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- support parents to know about their children's next steps in development and how to continue their children's learning at home
- introduce more mathematical language and concepts during children's play to extend their learning further.

Setting details

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| Unique reference number | 128882 |
| Local authority | Lewisham |
| Inspection number | 10307986 |
| 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 1 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Date of previous inspection | 14 March 2018 |

Information about this early years setting

The childminder registered in 1980 and lives in Lewisham, London. She cares for children all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Helen Craig

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 around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector carried out a learning walk and talked about the childminder's curriculum and what she wants children to learn.
- The inspector carried out a joint observation of an activity and discussed the impact on children's learning with the childminder.
- Parents shared their views 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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