

Childminder report

Inspection date: 30 July 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

The childminder builds very positive relationships with children. She swiftly and sensitively responds to children's individual needs, for example when young children frequently hold up their arms for a cuddle. The childminder joins children in their play to help to extend their learning well, overall. For example, she encourages children to listen to environmental sounds to help to support their listening skills. Young children are enthusiastic learners. They point to, and excitedly say, 'helicopter' and 'plane'.

The childminder is caring and calm in her approach. She provides a bright, welcoming and exciting environment for all children. She is a positive role model and encourages young children to consistently use good manners, such as 'please' and 'thank you', when they share toys. Children demonstrate that they feel safe, settled and happy in her company, and they behave very well.

The childminder focuses her curriculum on the prime areas of learning for the youngest children. For example, she plans regular trips to toddler groups so that children can meet with other children to help to promote their social skills. Furthermore, the childminder provides experiences for children to enjoy trips to local parks so that they have lots of physical exercise and fresh air. This also helps children to feel part of their local community. Children experience meaningful learning and they make good progress.

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

- The childminder uses her experience well to provide consistently good-quality, inclusive care and education for all children. She networks with other professionals and has participated in opportunities to further enhance her knowledge and good practice.
- The childminder ensures that she follows young children's routines from home to help to promote a consistent approach and develop strong partnerships with parents. The childminder seeks and values the views of parents, and she finds out important information about children when they first start to help to promote their well-being.
- The childminder helps children to focus on their learning. Children are excited and enthusiastic learners and develop positive attitudes to their learning from a young age. For example, children show very good problem-solving skills as they work out how to sort stacking cups correctly and begin to learn mathematical concepts, such as big and small.
- Overall, the childminder provides many opportunities to promote children's communication and language skills. She encourages children to name objects, comments on their play and supports them overall to build on their vocabulary.

However, on occasion, the childminder does not always recognise when to help to extend young children's speaking skills, for example when they try to gain her attention by uttering sounds.

- Children develop a love of books. The childminder plans trips to the library and provides story sacks to help to bring favourite stories alive with props and puppets. Children keenly find books for the childminder to read stories to them. The childminder points to pictures and encourages children to make animal sounds and name animals. This also helps to promote children's listening and attention skills to a good level.
- The childminder implements her curriculum for physical development well to help to promote all children's healthy lifestyles. For example, she plans many opportunities outdoors to meet children's individual learning needs, especially for those children who prefer to play and learn outdoors. For example, children excitedly splash water, catch bubbles and make good attempts to kick balls. They thoroughly enjoy ample time in the childminder's extremely well-maintained garden.
- The support children receive from the childminder in their personal development is good. As a result, young children begin to make sense of their world and what makes them unique. The childminder understands the benefits of providing healthy foods for children. However, the childminder does not always implement this consistently to fully support children's understanding of making healthy choices.

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:

- strengthen interactions with children to continually support and enhance their speaking skills to a higher level
- give children clear and consistent messages that help to develop their healthy choices around food.

Setting details

Unique reference number	107403
Local authority	Southwark
Inspection number	10351647
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	3 October 2018

Information about this early years setting

The childminder registered in 1985 and lives in Camberwell, in the London Borough of Southwark. She provides care on Tuesday and Wednesday, from 8am until 5pm, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jane Morgan

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 children taking part in activities with the childminder and assessed the impact on children's learning.
- A sample of the childminder's documents were reviewed by the inspector.
- The inspector took account of the views of parents from written feedback provided at the inspection.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.

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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