

Childminder report

Inspection date: 28 January 2025

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 welcomes children into a nurturing environment that feels like a home from home. Children enjoy a curriculum that incorporates indoor and outdoor play to help secure their development in the prime areas of learning. Children delight in singing with the childminder. For example, they sing a song about a jungle while using their gross motor skills to carry large toy animals. The childminder supports children to develop their understanding of mathematical concepts, such as counting during rhymes and finding objects in books. She encourages children to use their imagination skills. For example, children pretend to call their families on a toy phone and relish acting as animals during play.

Children are extremely well behaved and the childminder continues to promote this. She models good behaviour, such as gently encouraging children to take turns and share toys. This helps to reinforce the rules and boundaries she expects. The childminder ensures that children learn about the outside world, such as through visits in the local community. She takes children to spend time at libraries and museums and to visit shops. This helps children to develop essential skills for later life, such as social skills. Children demonstrate their growing independence during mealtimes and self-care routines. This is supporting them with the necessary skills for the eventual move to school.

Children develop relationships with each other and strong bonds with the childminder. They confidently seek her out for support and comfort. This shows that children feel safe and secure. The childminder helps children to develop an understanding of empathy, such as by using an emotions mirror. Children talk about different feelings, such as happy or sad, and respond to questions about how they are feeling. This supports children to develop their self-esteem.

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

- The childminder has established a curriculum that is well sequenced for children and builds on their interests. This helps children to make good progress. For example, when children are interested in trains, the childminder reads stories and sing songs about them. This supports children's language development.
- The childminder observes children's interests, for example when children display repeated patterns of behaviour known as schemas. She then uses this information to plan activities to support children in how they learn best. This helps them to progress well with their next steps in development.
- The childminder supports children to strengthen their physical skills in a range of ways. Indoors, children use their fine motor skills to fit puzzle pieces and pull wind-up toys. Outside, they join gymnastics and swimming lessons in the outdoor pool. They participate in sports days and play cooperative games using

a parachute.

- The childminder provides healthy, well-balanced food, with the benefit of a chef preparing all meals. She teaches children about healthy food choices during snack time and while planting seeds outside. This also supports children to understand about change and growth.
- The childminder establishes good relationships with parents and carers. She uses a range of online apps to communicate with them. Parents receive regular updates in person and video calls about their children's progress. The childminder supports them with ideas to extend their children's learning further at home. She invites parents into her home to join celebrations. Parents often comment on how much their children enjoy attending the setting.
- The childminder is reflective of her practice and has excellent links with the local authority. She keeps her own training knowledge up to date. She ensures that her assistants have regular access to professional development, such as training around teaching mathematics.
- Children develop a knowledge of early mathematics through their play. For example, the childminder encourages children to recognise numbers in the environment, such as numbers on buses, and to count during everyday tasks.
- Children develop a love for books. The childminder reads to children with enthusiasm and children show high levels of engagement with books around their interests. However, there are times when the childminder does not strengthen children's vocabulary or encourage them to recall their learning following stories and conversations.
- The childminder is committed to striving for continuous improvement of the setting. For instance, she has expanded children's opportunities in the garden for planting and forest school. The childminder has also developed her knowledge further around supporting children with special educational needs and/or disabilities.
- The childminder responds sensitively to children's needs. She communicates in a warm and friendly manner. Children respond well to this and feel valued.

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 the use of effective questioning techniques to further enhance children's critical thinking and communication skills.

Setting details

Unique reference number	140027
Local authority	Lambeth
Inspection number	10364188
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 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 1994. She lives in West Norwood, in the London Borough of Lambeth. She operates all year round, from 8am until 6pm, Monday to Friday. She works alongside an assistant. The childminder offers government-funded childcare for children aged from nine months.

Information about this inspection

Inspector

Tania King

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures 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.
- 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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