

Childminder report

Inspection date: 31 August 2021

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive back from their summer break eager and ready to start their learning. Children learn in a warm and caring environment, where cuddles are regularly offered, helping to build children's self-esteem and confidence. The childminder and her assistants are fully aware of the impact that the COVID-19 (coronavirus) pandemic has had on children in their care. They plan various physical activities, such as balance beams, slides and water play, to help develop areas that children need more support with. Children learn to problem-solve from a young age. They learn how to use stacking toys and make them balance. The childminder uses these toys with the older children to teach them early mathematical skills. Children confidently count to eight. The childminder gently prompts them to recount the shapes, just in case they have missed a couple. Children recount and excitedly tell the childminder the correct number. This helps them to count, building on their mathematical development. Children are fully aware of their own health and hygiene. They promptly wash their hands prior to any meals, without having to be asked. Older children are highly mindful of younger children, and regularly step in to help and support them as they learn. Children behave exceptionally well.

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

- The childminder works in close partnership with parents. The childminder organises social events so parents can see children at play, and share the progress their children are making. Staff share next steps of learning so that parents can work with them to support children's learning and development. This helps to provide good continuity of care for the children.
- The childminder and her assistants do not always support children's literacy development. Although books are available, children are not encouraged to read them and younger children are not able to browse the books as a result of how they are displayed.
- In nearly all respects, the childminder teaches children well. For example, babies expertly climb the stairs to the slide and manoeuvre themselves around, just as they have been taught, to slide down on their tummies. Babies clearly remember what they have been taught to help to keep themselves safe as they play.
- The childminder understands children's development and carries out activities to support their early writing skills. Children skilfully use tweezers to move coloured shapes into the corresponding coloured cups. This helps children to build muscles to prepare them for the next stage of their development.
- Fresh drinking water is readily available to the children. Older children are highly capable in pouring their own drinks without spilling any. This further supports children's physical development.
- The childminder works with parents to ensure children's individual needs are

met. The childminder teaches children about differences between one another, for example how some children may need to wear glasses. She also finds out about key words children speak at home, to help support children's home languages. This helps to teach children about inclusion and diversity.

- Children have access to a well-stocked playroom and outside spaces. The childminder and her assistants are deployed effectively, enabling children to choose where they wish to play and learn. This enables the childminder to tailor activities to meet children's interests based on her knowledge of their next steps of learning.
- Babies develop their hand-to-eye coordination well. For example, they experiment with moving water from the tray to a cup using a spoon. The childminder uses words such as 'more than', 'less than', 'empty' and 'full' to describe the amounts of water. This helps children with their emerging mathematical development and language skills.
- The quality of education is good. The childminder and her assistants are fully aware of what they want children to learn and how they are going to teach this. Children make good progress with their learning and development.
- The childminder reviews the quality of activities on offer to the children. She works with her assistants to assess how to adapt activities if they are not successful in meeting the next steps of learning. This enables her to meet the individual needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has met all the actions set at her last inspection. The childminder and her assistants are fully aware of signs and symptoms of child abuse and neglect. They are alert to changes to circumstances that have occurred due to COVID-19. The childminder works closely with parents to ensure children's mental health and well-being are nurtured. Effective risk assessments help the childminder to keep children safe. The childminder and her assistants are alert on outings and make immediate changes to routes when they spot potential risks. This all helps to keep children safe.

What does the setting need to do to improve?

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

- provide staff with appropriate training and guidance in order to strengthen opportunities for children to further develop their enjoyment of books and stories.

Setting details

Unique reference number	143900
Local authority	Lambeth
Inspection number	10146412
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 February 2020

Information about this early years setting

The childminder registered in 1989 and lives in Streatham, in the London Borough of Lambeth. The childminder works with two assistants and operates the service Monday to Friday, from 7am to 6pm, for 48 weeks a year.

Information about this inspection

Inspector

Rebecca Hurst

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector carried out a learning walk to discuss practice in the setting.
- The childminder and the inspector carried out a joint observation to review quality of practice in the setting.
- The inspector reviewed documents, including those relating to first aid and suitability.
- The inspector reviewed parental feedback.

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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