

Childminder report

Inspection date: 3 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle happily and enjoy their time with the experienced childminder. They thrive when taking part in the daily routines. Children know what to expect and look forward to the activities that the childminder provides. This helps them to feel safe and at ease. Children are eager to learn and willingly join in planned activities, such as a game about 'what is in the bag'. They learn to take turns to select an item. Children dig deep into the bag and identify what they see.

Children have a strong feeling of security. They confidently smile and greet visitors to the home. Children also enjoy visiting other settings, where they become more confident meeting others. They listen carefully to the childminder and play exceptionally well together. Children learn valuable social skills. For example, they take pride in tidying up and cleaning their table for snack time. Children are kind to each other and share their toys.

The childminder is clear about what she wants children to know and learn. Children take part in many activities that introduce them to cultural events. For example, they enjoy collecting twigs to make lanterns for Diwali. The childminder recognises that some children are shy after experiencing the COVID-19 restrictions. She supports children to make good progress and build their confidence. Parents are pleased with their children's growing confidence and social skills.

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

- The childminder plans for what children need to learn next. For example, she reads to children each day, and makes the best use of actions, songs and rhymes to develop their communication skills. The childminder speaks clearly and asks children to repeat words to show their understanding. This enhances children's fluency in speaking and significantly supports their ability to communicate and express themselves.
- Children benefit from regular activities and routines. The childminder provides them with opportunities to be active and time to have quiet rest. Children look forward to their morning greeting song, where they give the childminder warm cuddles. The childminder makes outings a regular feature of the curriculum. Children visit parks, where they balance and climb on apparatus. They enjoy meeting up with other children on woodland walks, where they learn about the weather and the changing seasons.
- Children's health and hygiene are a high priority of the childminder. She follows COVID-19 guidance to help to keep children safe. The childminder explains to children why they need to regularly wash their hands, especially before eating and after playing outdoors. Children enjoy activities such as preparing fruit for their snacks. They practise cutting bananas, which helps to develop their small-

muscle skills. Children also learn about keeping their teeth healthy, which includes brushing their teeth after their main meal.

- The childminder works well in partnership with parents. She obtains key information such as children's routines, abilities, likes and dislikes, as well as their dietary needs and any allergies. The childminder then carefully plans for children's individual needs.
- The childminder knows children well and continually assesses their development. She plans a broad range of adult-led activities that support children's learning. Children count and identify different sizes of flower pots that they fill with soil to plant daffodils. They begin to recognise shapes and colours when exploring play dough. Children showed tenderness when caring for their baby dolls. However, at times, the childminder does not plan opportunities to extend children's learning when they choose their own play and activities.
- The childminder works collaboratively with other childminders and professionals involved in childcare. She takes part in short online courses and keeps up to date with changes in legislation. The childminder occasionally works with a registered assistant to whom she offers appropriate support and guidance to ensure that children's needs are fully met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises her safeguarding responsibilities. She has systems in place to make a referral if she has a concern about a child's welfare. The childminder carries out risk assessments of her home and carefully supervises children when they go on outings. Children learn to keep themselves safe, such as being cautious of strangers and learning about the hazards of cars and how to cross roads safely.

What does the setting need to do to improve?

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

- plan more opportunities to extend children's learning through the activities that they choose for themselves.

Setting details

Unique reference number	143926
Local authority	Lambeth
Inspection number	10064063
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 2
Total number of places	6
Number of children on roll	0
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 1999 and lives in the London Borough of Lambeth. She operates from 8am to 6pm, Monday to Friday, for most of the year. The childminder holds a relevant childcare qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Gill Cubitt

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 childminder explained her curriculum and showed the inspector around the areas where children play and access the resources.
- The inspector listened to children and took account of the views of parents from their written feedback.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation relating to the childminder's suitability, qualifications and insurance.

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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