

Childminder report

Inspection date: 5 February 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

Children show they are happy and secure in the care of this experienced childminder. Children demonstrate that they have positive attitudes to learning. The childminder provides an ambitious and fun curriculum. Children access a good range of activities to support their ongoing progress and development. For example, children spend time fixing together puzzles, and they develop their problem-solving skills. Children enjoy hiding in the play tent as they engage in pretend play. Children are supported to develop their language skills well. For example, they sing nursery rhymes and have plenty of time to have conversations with the childminder. She listens patiently and encourages children to talk. The childminder shares books with children to help build their vocabulary.

The childminder encourages children to go outside and collect different twigs and lavender stalks. Children develop creativity and use their imaginations as they create a dinosaur island with the natural resources. Children are well behaved; they listen to instructions and follow rules. Children help to tidy away resources and know and understand daily routines. The childminder takes children out on daily trips, including to the farm, playgroups, park, and museum. Children learn about the wider world and the natural environment. The childminder supports children to become independent, and they have high self-esteem. For example, children are supported well during potty training.

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

- The childminder prepares children well for their eventual move on to school. She observes and assesses their starting points and plans for their future steps in learning and development.
- Children test out their ideas and develop their critical thinking. For instance, children make shapes with play dough, learning about shape and size.
- The childminder encourages children to learn how to manage their care needs. Children independently put on their shoes and coat to go outside.
- Children are supported to develop their fine motor skills. For example, they use pincers to pick up different-coloured teddy bears during small-group games with the childminder. Children develop mathematical awareness as they match the colours and shapes of the bears before placing them in the correct coloured plate.
- The childminder keeps her mandatory training, such as safeguarding and paediatric first aid, up to date. She attends childminder forums and works closely with other childminders. However, she does not fully evaluate her practice and put plans in place for future improvements.
- The childminder shares information about children's progress with parents. She suggests ways that parents can support their children at home. Parents write

glowing reviews about the service she offers and her attitude towards the care and education of the children.

- The childminder considers and plans for children's interests to support their learning. For example, she provides different-sized dinosaurs and adds these to role-play activities to spark and engage children's learning.
- The childminder uses different ways to support children's learning. For instance, she models language, shows and explores, and provides a narrative for what she is doing during play with children.
- The childminder helps to prepare children for their future success. For example, she offers children daily opportunities to experience different play spaces. Children meet other children who are being cared for by other childminders. Children build their social skills and form good relationships with other children.
- The childminder teaches children about diversity. For example, children celebrate different celebrations with the childminder, which helps them to recognise and respect the wider community.
- The childminder provides lots of opportunities for children to exercise outside. In addition, she provides healthy meals and drinks, all of which helps to support children's understanding of healthy choices and lifestyles.
- The childminder understands how to identify any concerns about a child's welfare. She has clear safeguarding policies in place and knows how to report her concerns to the relevant agencies.
- Risk assessments are carried out daily to ensure any hazards to children are identified and removed, to help keep children safe.

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:

- develop procedures for self-evaluation to identify areas for professional development in order to support children even further.

Setting details

Unique reference number	153268
Local authority	Lewisham
Inspection number	10308030
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	2 to 12
Total number of places	6
Number of children on roll	2
Date of previous inspection	15 March 2018

Information about this early years setting

The childminder registered in 2001. She lives in Lewisham, in the London Borough of Lewisham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives free early education funding for children aged three- and four-years-old.

Information about this inspection

Inspector

Caroline Preston

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 this into account in her evaluation of the setting.
- The childminder showed the inspector the areas of the premises used for childminding and discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder discussed children's progress with the inspector.
- The inspector viewed a sample of documentation, including the childminder's paediatric first-aid certificate.
- The inspector considered the views of parents through written documentation.

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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