

Childminder report

Inspection date: 19 June 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 provides a safe and welcoming environment for children and is very attentive to their individual needs. She understands that children thrive and learn best when they feel secure. Therefore, she prioritises their emotional well-being. For example, the childminder visits children in their own homes before they join her provision, so that they get to know her in familiar surroundings. This helps them to settle right from the start. Children show that they are very happy and comfortable in the childminder's care. They seek reassurance when needed and enjoy her warm interactions with them. The childminder is a good role model. Children respond positively to her kind and caring approach. They learn how to play harmoniously and to treat others with respect.

The childminder has high expectations for children. She provides a broad curriculum, which successfully promotes all areas of children's learning. The childminder knows that good communication skills are key to children's progress. Therefore, she ensures that there are lots of fun and engaging opportunities for children to practise speaking and listening. Children delight in language-rich activities, such as stories and role play games, which help to ignite their urge to communicate. Children of different ages demonstrate good language skills.

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

- The childminder carefully organises her provision to give all children a positive and happy start to their learning. She is committed to continuous professional development and uses the knowledge and skills she learns to benefit the children in her care. For example, the childminder has recently incorporated poetry into her teaching, to support children's language and literacy. She explains how this helps children to learn new words and to practise the rhymes and rhythms of speech.
- The childminder has a clear idea of what she wants children to know and do, so that they are prepared for the next stages in learning. For instance, she ensures that children socialise with a wide range of people, such as by going to playgroups and having other childminders and children visit her home. This helps them to build relationships, share and play cooperatively with others, which will be useful when they start school.
- Children learn about diversity in meaningful ways. For instance, they look at books and play with toys that reflect a wide range of people, families and communities. The childminder asks parents to share information about their home and family, such as favourite recipes, which she adds to her menus for children. This helps children to develop a positive appreciation of their similarities and differences to others.
- The childminder takes account of children's interests and fascinations, and plans

activities that spark their curiosity and imagination. This helps to promote children's positive attitudes to learning. For instance, toddlers are highly focused as they explore how to operate interactive toys, such as by twisting, pulling and pressing buttons. They show determination in their efforts and satisfaction in their achievements.

- Partnerships with parents are a strength and the link between children's homes and the childminder's setting is clear. For example, parents provide photographs of their families and the activities that children do at home. The childminder displays these and makes them into books, which children love to look at with her. This gives her ideas to extend children's learning and further enhances their sense of belonging. However, the childminder has not fully explored how to establish links with other childcare settings that children attend, to provide the same consistent approach.
- Parents value the childminder's service and describe her as knowledgeable, warm and caring. They appreciate the nurturing 'home from home' that she provides, such as the 'family style' mealtimes, where they enjoy home-cooked food together around a table. Parents list the wide variety of experiences that the childminder offers, to enrich children's learning and develop their understanding of the world. This includes outings to museums and art galleries.
- The childminder regularly updates mandatory training, including paediatric first aid, to help her keep children safe and well. She supervises them closely and guides their behaviour, to help them learn about risks and how to keep themselves 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:

- strengthen information sharing with other settings children attend, to further promote continuity in their learning and development.

Setting details

Unique reference number	159908
Local authority	Southwark
Inspection number	10351428
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 2001 and lives in Herne Hill, in the London Borough of Southwark. She operates her provision Monday to Friday from 7.30am to 6.30pm, all year round. The childminder offers funded early education for children aged two years.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the childminder.
- The childminder showed the inspector the areas she uses for childminding, she explained the curriculum and how the provision is organised.
- The inspector observed a range of routines and activities, to help evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector took account of parents' written feedback. She also observed and spoke to the children, to help assess their experiences in the setting.

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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