

Childminder report

Inspection date: 25 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

Children feel happy, safe and secure in the childminder's welcoming home. The childminder is sensitive and responsive to their individual needs. Therefore, children settle well and form strong attachments with her. Children demonstrate these secure relationships as they engage happily with the childminder.

The childminder is a positive role model and has high expectations for children's behaviour. She gently reminds children of her expectations when they need support. The childminder encourages children to share resources and wait for their turn. This contributes towards children's growing understanding of the expectations for their behaviour.

The childminder provides children with good opportunities to learn about the natural world around them. They benefit from taking part in lots of activities, such as visits to local parks and the wider community, including different toddler groups. The childminder uses these opportunities to engage the children in learning and extend their knowledge. For example, she has a planned trip to the local museum to see the butterfly enclosure.

The childminder implements a curriculum that builds on children's knowledge and skills. She adapts activities to their age and stage of development. Currently, the focus is on helping children to develop their communication and language skills.

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

- The childminder knows the children well and how they are progressing in the areas of learning. She uses this knowledge effectively to provide a curriculum that is based on children's interests, building on what they know and targeting their identified next steps in learning. The childminder identifies when children have emerging gaps in their learning and works with parents to help close these.
- The childminder plans a broad curriculum that covers the different areas of learning. She understands how to identify what children need to learn next and includes this in her activities. However, the childminder does not always consider how to adapt her curriculum further to support children more consistently. This means, on occasion, children's development is not fully supported through engagement in purposeful learning.
- The childminder develops children's literacy skills and love of books well. She regularly reads to children in a cosy, calm environment. Children listen to stories with interest and eagerly using props to support their understanding.
- The childminder consistently supports all aspects of children's communication and language skills. She uses songs and stories to introduce and reinforce new vocabulary through rhyme and repetition. The childminder ensures that children

consistently hear the correct pronunciation of words through play. As a result of this strong modelling, children develop as confident communicators.

- The childminder incorporates mathematics into all activities by encouraging mathematical language. For instance, she introduces the words 'big', 'small', 'whole' and 'half' as children compare items of fruit. Furthermore, children count along with the childminder during their play as well as during stories and songs. This helps to provide children with a secure foundation that will support their future learning
- At times, the organisation of routines does not fully support children to remain focused. For example, during preparation for activities, children are waiting as the childminder organises what is needed. This means that during these times, children became distracted and leave the activity.
- Children have many opportunities to be physically active. For example, they walk to the nearby park and enjoy visits to local museums and groups. The childminder helps children to recognise how to keep themselves safe. Children learn to manage appropriate risks, such as how to climb the steps of the slide safely. They develop confidence in their abilities and build on their physical capabilities well.
- Parents are extremely happy with the care their children receive and the progress children have made. They speak highly of the childminder and discuss how children are happy. Parents are well informed about how their children are making progress, their next steps in learning and development and what children have done that day.

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:

- adapt the curriculum more precisely for younger children to help them engage consistently in purposeful learning
- consider ways to organise planned activities better to ensure that children experience less waiting times.

Setting details

Unique reference number	159930
Local authority	Southwark
Inspection number	10351561
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 September 2018

Information about this early years setting

The childminder registered in 2001. She lives in East Dulwich, in the London Borough of Southwark. The childminder provides care for children all day on Monday and Tuesday and after school on Thursday. She receives funding to provide free early education for children aged two, three and four years old. The childminder holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Tracey Murphy

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views on the setting with the inspector.
- 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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