

Childminder report

Inspection date: 3 March 2023

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

The childminder and her assistant establish very close bonds with the children in their care and have a kind and nurturing manner. They give plenty of praise and encouragement to support children's confidence and self-esteem. The childminder plans stimulating activities and these build on children's curiosity and interests. Children are happy and feel safe and secure as they have strong friendships across all the age groups. They are extremely enthusiastic to learn and explore, and even very young children get excited to help set up their favourite activities. For instance, they organise the tools for 'play dough Friday'.

Children behave very well. The childminder provides effective opportunities for children to further develop their learning. For example, children develop their imagination and take part in role playing in a shop. They become fascinated with the play money and refer to numbers and pictures on the notes. The childminder makes the most of this opportunity and enthusiastically joins in with children's play. She helps them to develop a deeper understanding of complex mathematical concepts. For example, she supports children to be creative as they explore the different amounts, count these out on their fingers and then make their own money.

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

- The childminder has met the actions from the last inspection. She evaluates her practice to help identify areas where she can improve. She conducted an in-depth risk assessment and identified areas that needed repairing. She is planning to transform the currently unused outdoor area to be on one level. This is to enable children to freely play between the indoor and outdoor spaces.
- The childminder works closely with her assistant to observe and assess children's development and knows exactly what children need to learn next. Children develop a true love of books. They cheerfully sit down and listen to stories. The childminder reads books with different tones and effects and children are excited to see what might be on the next page. Children point out pictures they like and confidently repeat familiar phrases. They learn new vocabulary and understand that print carries meaning.
- The childminder makes good use of professional development opportunities to improve outcomes for children. For example, following on from training, the childminder has learned different strategies to help young children develop their walking abilities.
- The childminder and her assistant provide numerous opportunities to support children's speech and language and widen their vocabulary, through shared stories and play. The childminder promotes children's communication and language skills well. For example, she models sounds and single words, and

clearly repeats words for young children to copy. The childminder enthusiastically sings rhymes and melodies, which helps children's vocabulary.

- Children develop an awareness of different cultures and traditions. They enjoy learning about festivals and celebrations from around the world. Children dress up in traditional outfits and try new foods and sing a hello song in a variety of different languages.
- Children benefit from a wide array of outdoor learning experiences. This helps them to develop physically and increase their knowledge and understanding about the world as they experience communities different to their own. For instance, children visit the local shops, library and park and learn about wildlife and nature.
- The childminder's partnerships with parents are good overall. The childminder shares a range of information with parents from when children first start. Parents comment that they are very happy with the care their children receive and the regular updates. However, the childminder does not consistently encourage parents to be more involved in their children's learning at home to help children achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of their roles and responsibilities in keeping children safe. They know how to correctly report concerns about a child's welfare. This includes how to respond if children are exposed to extreme views and activities. The childminder makes sure that the premises is secure so that children cannot leave unsupervised and unwanted visitors cannot gain entry. The childminder and her assistant maintain valid paediatric first-aid certificates.

What does the setting need to do to improve?

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

- consider ways to further enhance partnerships with parents and support children's home learning to enable greater continuity and best possible outcomes in children's development.

Setting details

Unique reference number	2572585
Local authority	Lewisham
Inspection number	10275060
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 7
Total number of places	8
Number of children on roll	9
Date of previous inspection	24 November 2022

Information about this early years setting

The childminder registered in 2020. She lives in Sydenham, in the London Borough of Lewisham. The childminder holds a qualification in childcare at level 6. She is available to care for children from Monday to Friday, 7.30am until 6pm, throughout the year. The childminder works with two assistants.

Information about this inspection

Inspector

Emma Mizzi

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their 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 considered the views of parents as part of the inspection.
- The childminder and the inspector carried out a joint observation of an activity.
- The childminder and the inspector discussed how the curriculum is implemented to encourage children's learning.

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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