

Childminder report

Inspection date: 1 December 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children display high levels of confidence and self-esteem within this home-from-home setting. The safe environment is tailored to meet children's individual learning needs. Children are extremely curious and eager to explore the opportunities available to them. They express wonder as they run their hands through the edible 'earth' in the heavy-duty, plastic tray, amazed at the marks that they create. Children display high levels of engagement and concentration as they play.

Children develop secure attachments with the childminder. They look to her for reassurance and comfort when they are tired or unsure. Children seek the childminder out to share experiences with. They bring her books to share and initiate games of peekaboo.

Children's behaviour is good. The childminder has rules and boundaries in place that teach children to respect each other and the environment. Children begin to learn the rules of social engagement, such as taking turns and sharing resources. The childminder provides children with opportunities to practise these skills in larger groups, when attending playgroups. She has developed a well-thought-out curriculum that allows all children to achieve to their full potential and be ready for the next stage of their learning.

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

- The childminder knows children well. Through observing children from the beginning of their journey, the childminder is clear on what children know and what they need to learn next. The childminder understands children's individual learning styles and tailors the environment to ensure that these are met.
- The childminder is sensitive to children's individual needs. She talks and soothes children as she changes their nappies. The childminder follows children's personalised patterns of being settled to sleep. Children snuggle in close while drinking their milk, before being patted to sleep and laid in a travel cot.
- The childminder promotes children's language and communication development effectively. She uses repetition to reinforce key vocabulary. The childminder uses songs and rhymes to introduce new language. She asks questions and instructions using short, simple language. Children show their comprehension by following the simple instructions that are asked of them.
- Children develop a love of books and reading. Children self-select books and learn how to handle them independently. They babble as they look at the pictures. When reading with the childminder, children snuggle in close. They laugh as the childminder mimics different animal noises. Children visit the library regularly with the childminder to borrow books, which they share with their

parents to continue their learning outside of the setting.

- The childminder understands the importance of promoting children's independence. However, at times, the childminder can be too quick to intervene. This does not allow children time to problem solve how to do something for themselves. For example, when giving children the opportunity to feed themselves, the childminder still holds the spoon so no yoghurt falls.
- The childminder provides an environment rich in opportunities for children to learn about diversity and inclusion. Children learn about what makes them unique and they celebrate their differences, such as through books and resources. The childminder teaches children to be respectful and tolerant.
- Partnership with parents is good. Parents compliment the childminder on the extensive learning opportunities that she provides to their children. Communication is effective. Parents receive verbal daily updates on their child's day, as well as photos of 'wow' moments.
- Children learn how to lead healthy lifestyles. The childminder works in partnership with parents to ensure that children's meals are healthy and balanced. Children learn the importance of hygiene routines, such as washing their hands before meals. The childminder provides opportunities for children to be physically active indoors and within local green spaces.
- The childminder is reflective in her practice and regularly seeks feedback from parents. The childminder is eager to continue her own professional development. She reads widely on the subject of child development and attends training when opportunities arise.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with safeguarding training. She is secure in her knowledge of the different types of abuse. There are clear procedures in place for recording and reporting concerns. The childminder understands the procedure to follow if an allegation is made against herself or anyone in her household. There are procedures in place to ensure that the setting and any trips undertaken are regularly risk assessed. The childminder has a clear understanding of the 'Prevent' duty and how children may be exposed to extreme views.

What does the setting need to do to improve?

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

- allow children time to problem solve in order to develop their independence skills further.

Setting details

Unique reference number	2577117
Local authority	Southwark
Inspection number	10250922
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the London Borough of Southwark. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday. She holds an appropriate qualification in home-based childcare.

Information about this inspection

Inspector

Natalie OLeary

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 childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of 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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