

Childminder report

Inspection date: 21 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

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 chat happily with the childminder and invite her to join in with their play.

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 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 and personal, social and emotional development.

The childminder joins children and skilfully incorporates new vocabulary. Children repeat the words back to her. For example, they repeat the word 'stir' as they pretend to make a cake. The childminder recognises children's progress and gives them plenty of praise and encouragement. This helps to build children's confidence and language skills.

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

- The childminder promotes children's communication and language well. She understands the benefits of talking to children. The childminder engages children in conversation and consistently provides commentary as they play. She asks questions throughout the day. This helps to develop children's vocabulary and encourage their thinking skills.
- The childminder designs a curriculum that aims to develop children's communication and language, personal skills and independence. She provides activities to build on children's interests and extend their learning. The childminder uses observations and assessments to track children's progress and identify their next steps. She shares children's learning regularly with parents to ensure continuity of learning.
- The childminder understands what the children know and can do and recognises their needs well. However, occasionally, activities have broad learning intentions that do not focus on individual targets. This means that interactions do not always support learning and development targets precisely.
- The childminder focuses on promoting a healthy lifestyle. Children eagerly enjoy

growing fruit, such as raspberries and blackberries, in the garden to pick for snack. The childminder reminds children to drink water throughout the day. This helps to promote healthy habits from a young age.

- Children learn to differentiate between sizes as the childminder encourages them to fill different-sized bowls with water. They show a good understanding and prior learning as they use words such as 'full' and 'empty'. Children eagerly count the steps they make as they climb in the garden. They are acquiring early mathematics knowledge in preparation for later learning.
- Children enjoy choosing books and listening to stories being read to them. While listening to a story about a witch, they learn new words and their meaning, as well as rhyming phrases. The childminder is good at building on and extending children's vocabulary. Children develop a love of books, which supports their early reading skills.
- Children benefit from lots of opportunities to play outside and be physically active. For instance, the childminder takes children on regular outings. They visit local stay-and-play sessions and parks and go on walks around the local community. This helps to broaden children's experiences. In addition, the childminder uses the garden to develop children's physical skills. Children enjoy running and playing, balancing and climbing.
- The childminder completes all mandatory training and has a positive attitude to her professional development. However, she has not yet fully targeted professional development opportunities to enhance the quality of education even further so that children make the best possible progress.

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:

- focus more precisely on the identified learning intentions for children during activities to ensure they make the best possible progress
- focus on targeting professional development opportunities to help raise the quality of education to an even higher level.

Setting details

Unique reference number	2642686
Local authority	Lewisham
Inspection number	10350600
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 6
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Catford, in the London Borough of Lewisham. She operates Monday to Friday, 8am to 6pm, during term time. She is available in the school holidays as well. The childminder holds a relevant childcare qualification.

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children during activities.
- The childminder shared relevant documents for the inspector to sample, including evidence of the suitability of those living on the premises.

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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