

Childminder report

Inspection date: 21 May 2025

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

The childminder has created an environment where children show they are happy and emotionally secure. She quickly forms strong bonds with children and uses their interests to plan an exciting learning environment for them. She is knowledgeable and talks confidently about her curriculum offer and how it supports children to achieve their next steps in learning.

The childminder has high expectations for children's behaviour. She shares stories to emphasise the importance of being kind and helping others. She models the language of 'please' and 'thank you' to show good manners. Children respond well to her requests for tidying up and sitting for mealtimes.

The childminder promotes a love for reading, and children have many opportunities to self-select the books they would like to look at. She emphasises new vocabulary to children as she enthusiastically reads to them, and she asks questions to check their understanding. She uses sensory opportunities to bring stories to life and further engage them. For example, children show their enjoyment as they feel the different textures of the fruits in the story of 'Handa's Surprise'.

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

- The childminder teaches children about the importance of health and self-care. Children enjoy using a large model of teeth to practise brushing them, and they enjoy tasting different fruits at snack time. The childminder talks to them about the importance of a healthy, balanced diet as part of a healthy lifestyle. Children are given a range of opportunities to develop their independence, including washing and drying their hands, chopping and peeling their own fruits and pouring their own drinks during mealtimes.
- The childminder promotes a 'You can do it' attitude to encourage children to keep on trying and develop a positive attitude to learning. Children enjoy the challenge as they manage to change and dress the baby doll during a role-play activity. The childminder offers support when needed and high praise to congratulate children when they succeed.
- The childminder has a clear understanding of how to support children in strengthening their small-muscle skills. Children thread pipe cleaners through pasta, use crayons to mark and copy letters of their name. The childminder models how to push down and pull forwards and backwards as she supports children to manipulate play dough using a rolling pin.
- The childminder models language exceptionally well to support children to keep their role play going. She provides children with extensions to their narrative and asks them questions to challenge their thinking and to keep them interested in their play for longer.

- Children enjoy choosing what they would like to play with and leading their own learning. The childminder supports this well. She encourages children to access all that is on offer. However, there are times when she does not make her expectations clear. For example, when activities are not of their own choosing, sometimes children drift away or flit between activities and do not complete them. This means they occasionally do not get the most from the childminder's planned learning in readiness for the move to school.
- Parents are happy with the high level of care the childminder offers their children. They receive daily feedback on the activities their children have enjoyed, the food they have eaten and on any trips out they have been on. Parents are particularly happy with their children's progress, since being with the childminder, in the areas of communication, language and independence.
- The childminder attends regular training to ensure she is up to date. She meets with other childminders to share ideas and attends workshops to further support her in planning exciting activities for children. She works closely with her local authority adviser and is aware of how to access support from external agencies when supporting children with special educational needs and/or disabilities.

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:

- consider ways to further support children's listening and attention in activities that are not of their choosing to ensure they get the most from the planned learning.

Setting details

Unique reference number	2694573
Local authority	Southwark
Inspection number	10380925
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	3 to 3
Total number of places	1
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She is based in Peckham, in the London Borough of Southwark. She currently operates on Wednesdays and Fridays from 10am to 3pm. The childminder has a relevant childcare qualification at level 6. She accepts funding for early years education places.

Information about this inspection

Inspector

Penny Harman

Inspection activities

- The inspector conducted a learning walk of the premises to ensure they were safe and suitable for childminding.
- The inspector observed the activities and the interactions between the children and the childminder.
- The inspector spoke to the childminder about safeguarding policies and procedures.
- The inspector viewed parents' testimonies.
- The inspector held a management meeting with the childminder and looked at relevant documentation.

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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