

Childminder report

Inspection date: 12 February 2025

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and homely environment for children, where they display high levels of confidence. She develops secure relationships with children, who regularly come and check in with her. Children sit on the childminder's lap for a cuddle when they are tired and ready for a nap. The childminder has created an ambitious curriculum for children. Children are engaged and focused as they move from one experience to another, self-selecting extra resources to enhance their play. They showed sustained levels of concentration in what they are doing.

Children's behaviour is good. The childminder has clear rules and boundaries in place and children show an understanding of these. Children begin to learn how to problem-solve, which helps to promote their resilience and self-esteem. The childminder encourages children to try again when they first encounter difficulty. As children work it out and stack the bricks together, they show pride in their achievements, holding it up for the childminder to see. They glow with pride as the childminder celebrates their success. Children with special educational needs and/or disabilities are well supported. The childminder works closely with parents and carers to identify any extra support available to children to support their learning and development within the setting.

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

- The childminder knows children well. She can articulate the progress they have made from their starting points in development. The childminder accurately monitors children's progress and puts in place next steps that promote what they need to learn next. Children are well prepared for the next stage of their learning.
- Overall, the curriculum for communication and language is well implemented. The childminder talks to children as they play. She describes pictures in books and begins to ask them simple questions. Children learn new words quickly and use these in their play. However, on occasion, the childminder does not consistently label objects with the proper words. For example, at snack time, she says 'nana' instead of 'banana' and while reading refers to 'ducks' as 'duckies.' This does not help children to learn the correct pronunciation of vocabulary.
- The childminder is sensitive to the individual care needs of children. She asks children if she can change their nappies, leading them by the hand. As the childminder changes children, she engages in conversations with them, providing quality one-to-one interactions. As the childminder settles children to sleep, she ensures they have their own comforters and quietly sings them a nursery rhyme while stroking their backs before leaving them settled to fall asleep.
- The childminder supports children to learn about the world around them. She regularly takes them out to playgroups, the local library and on nature walks so

they can observe the changing seasons. The childminder teaches children about being respectful to others and recognising what makes them unique and special. The childminder shares her own cultural background with children, making them food, such as fried dumplings, from her heritage.

- Children engage in imaginative play, drawing on their past experiences. Children find the builder's hat and wear this as they fix bricks together. They laugh as it falls off when they bend to far forwards. Children use the play kitchen to bring the childminder cups of tea, blowing on them to show their understanding that tea is hot and they must be careful.
- Partnership with parents is good. Parents speak highly of the safe and caring environment the childminder provides. They describe the progress they have seen in their children since they have been at the setting. Parents especially compliment the time the childminder invests in reading and sharing stories with children, developing their early love of books.
- The childminder continues to reflect on the service she provides, seeking regular feedback from those who use her service. She uses this information to look at how she can continue to enhance the service she offers. The childminder uses her local support network of other childminders and the local early years team to ensure that she keeps up to date with best practice, engaging in regular training opportunities provided.

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:

- ensure to use correct language, rather than simplifying words, when teaching children new vocabulary.

Setting details

Unique reference number	EY221043
Local authority	Southwark
Inspection number	10275278
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 March 2019

Information about this early years setting

The childminder registered in 2003. She lives in Nunhead, in the London Borough of Southwark. The childminder cares for children all year round, from 8am to 6pm on Wednesday, and from 2pm to 6pm on Thursday and Friday. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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