

Childminder report

Inspection date: 25 January 2024

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

The provision is good

Children are happy and settled in this welcoming environment. The childminder builds close relationships with the children in her care. This helps children to feel safe and secure. Children seek out the childminder for reassurance and enjoy a cuddle. They snuggle into the childminder and giggle heartily as she tickles them. The childminder helps children to understand her expectations for behaviour, and they behave well. Children point out the visual prompts displayed on the wall, such as 'put things away'. They eagerly tidy up the toys when they have finished playing. Young children show good manners, saying 'please' and 'thank you' appropriately.

The childminder listens to the children as they describe what they have made. She praises what they make, which helps them to feel pride in their achievements. She asks questions to help them think. For example, she asks what will happen if the wand is made a little smaller after it fell apart. This contributes to children's problem-solving skills. Parents describe the childminder as dedicated, friendly, and reliable. They report that their children are progressing well, particularly in their social skills, language development and small-muscle skills. They describe the setting as a warm and loving family environment.

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

- The childminder is clear about what she wants children to learn. She has devised a creative curriculum with a focus on the prime areas of learning. She knows the children well. The childminder uses her knowledge of each child's progress to decide on their future learning. This helps all children make good progress from their starting points.
- The childminder promotes children's communication and language development well. She supports them to develop their conversational skills and vocabulary. She interacts positively, responds to what children say and models new language for them. The childminder revisits favourite books, and the children know the stories well and use them to extend their play.
- The childminder expands children's experiences through daily outings. She regularly visits museums with other childminders and travels further afield to places of interest. Children develop their social skills as they play with other children they meet at local playgroups. This supports children to learn about their local community and the wider world.
- The childminder is dedicated and passionate about her role. She is eager to provide the best early years experiences for all children. The childminder ensures that all mandatory training is updated. She has attended some further training, which includes assessment and children's play. That said, opportunities for the childminder to target her professional development, to enhance her good

teaching skills even further, have not been fully utilised.

- The childminder helps children to learn about mathematics as they play. They understand that some cars will not go down the ramp as they are too big. When playing with play dough, they discuss who has the most and which are the smaller and bigger creations. Children count and sort the bears and concentrate on completing puzzles.
- The childminder resources the environment based on children's current interests. Children are confident and eager to play. They have good levels of concentration, curiosity and enjoyment during their play. They become engrossed in their play and get on well together. For example, they share the shopping trolley and fill it with their shopping together. They find each other funny and laugh often. They share toys and are kind to each other.
- The childminder provides a healthy diet and an excellent range of opportunities for physically active play, including daily trips. Children are changed hygienically and taught to push their sleeves up when washing their hands. The childminder understands their individual routines and meets their care needs well. This contributes to children's good health.
- The childminder works closely with parents to support children's next steps in learning and to promote a consistent approach. She advises and gives resources to parents to extend and continue children's learning at home. Children progress well. Parents are complimentary about the childminder. They report their children greatly enjoy their friendships with both the children attending and the childminder's wider family.

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:

- continue to strengthen professional development to raise the good-quality teaching to an even higher level.

Setting details

Unique reference number	EY231163
Local authority	Lewisham
Inspection number	10304970
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	6
Number of children on roll	4
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2002. She lives in Catford, in the London Borough of Lewisham. The childminder works all day, from Monday to Thursday, for most of the year.

Information about this inspection

Inspector

Denys Rasmussen

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 provided the inspector with key documentation on request.
- The childminder discussed with the inspector how she organises her early years provision, including what she wants the children to learn.
- The inspector observed the quality of interactions between the childminder and the children present.
- The inspector received written feedback from parents and took account of their views.

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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