

Childminder report

Inspection date: 14 May 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

The childminder and her assistant have created a warm, safe, and homely environment where children are happy and confident. The childminder is passionate and knowledgeable. She forms positive relationships with children and responds quickly to their needs. For example, as children show signs of tiredness, she brings them up for a cuddle and they are comforted to sleep.

The childminder and her assistant have developed a curriculum that is ambitious and tailored to meet the needs of all children within the setting. Children are inquisitive, curious, and eager to explore. As they engage with experiences they show high levels of focus at given tasks. Children are independent and active problem solvers. They show resilience, trying again when something is difficult the first time. The childminder and her assistant are on hand to support when needed, asking children, 'Would you like some help?' before intervening.

The behaviour of children is good. The childminder and her assistant have high expectations of children and promote the use of good manners, role modelling the use of 'please' and 'thank you'. Children are encouraged to use kind hands and share resources with others. Where children may struggle with this, the childminder is quick to intervene and support.

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

- The childminder and her assistant know children well. They discuss children's starting points with confidence and the progress they have made within the setting. The childminder is clear on what it is she wants children to learn next and how she will achieve this. Children are well prepared for the next stage of their learning.
- The curriculum for communication and language is securely embedded within the setting. The setting is a language-rich environment where there is much enjoyment of lots of rhyme, song, and stories throughout the day. The childminder and her assistant use lots of repetition to help children develop early language. As their vocabulary widens, children engage in conversation with the childminder and begin to express their own views and opinions.
- The childminder helps children develop healthy lifestyles by providing freshly prepared and nutritionally balanced meals daily. Fresh drinking water and seasonal fruits are readily available. Children are physically active, enjoying regular yoga and dance sessions as well as trips to local parks and soft play centres.
- Children are extremely confident. They show pride in their achievements. As children complete their drawings, they run over to share what they have made shouting, 'look, look'. The childminder and her assistant are full of praise and

encouragement for children, adding to their sense of pride. Children take their work home to share with parents and promote discussion about their day.

- The setting is an inclusive environment where all children and families are welcomed. Children develop high self-esteem as they are given opportunities to make their own choices and participate in a range of activities that help them learn about themselves and the world around them. The childminder and her assistant use the local community to widen children's experience with regular visits to the library, local museums, aquariums and zoos. Children celebrate cultural events such as Easter, Christmas, Eid and Chinese New Year.
- Partnership with parents is good. The childminder understands the importance of forming positive, open relationships with parents. Parents comment that the environment is homely, and they can see how happy their children are. Parents, however, do not always feel as well informed as they could about their child's ongoing learning, development and next steps that they could support at home.
- The childminder is reflective in her practice. She regularly seeks feedback from parents to ensure she is providing the best possible service. The childminder encourages her assistant to bring her own passions and knowledge to the setting, ensuring she feels valued.
- The childminder has a passion for expanding her own professional development, especially around mental health in young people. She wants to understand how she can best support children and families and is proactive in seeking out further training that will enable her to do this.

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 how to share children's progress, and how their next steps can be supported at home, more effectively with parents.

Setting details

Unique reference number	EY241568
Local authority	Southwark
Inspection number	10335478
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in the Camberwell area of the London Borough of Southwark. The childminder works Monday to Thursday all year round from 8am-6pm, with an assistant. The childminder holds an appropriate, homebased working with children, qualification.

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.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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