

Childminder report

Inspection date: 14 January 2020

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's home is welcoming. The children form strong bonds with the childminder and her assistant. The childminder is kind and affectionate, which helps children to settle. During the inspection, they smiled and happily played alongside each other. The childminder anticipates their moods and understands how to adapt her behaviour management, in line with children's level of understanding. Through gentle guidance, they learn what is expected of them.

Children show that they feel safe and their well-being is a priority. The childminder's conservatory is a safe play space where children access an abundance of toys. Babies and toddlers are happy to leave their parents as they are attracted to the various tactile resources. They concentrate well as they handle the toys. Children learn how to work out simple problems, such as how to shake, roll, squeeze and join pieces together.

The childminder assesses children's progress and informs parents of their achievements. Overall, children are developing well. Teaching is good, particularly for the older children who attend after school. The childminder and her assistant support the emerging verbal skills of babies and toddlers. For example, they chat and sing songs and rhymes to them while engaging in activities.

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

- The childminder and her assistant have high aims for children. They provide a broad curriculum that is supported well with stimulating toys and resources that are suitable for all age groups. Toddlers are very content to explore the attractive, brightly coloured resources. They follow their interests and investigate, repeating many actions which develop their coordination skills, such as putting bricks in and taking them out of a box. The assistant sings and encourages children to move to the rhythm to support their physical and balancing skills.
- In most cases, the childminder plans well and children enjoy the variety of activities. However, on occasions, she does not focus her questions on what children know to build on their speaking and listening skills. When babies and non-verbal toddlers play with their toys, the childminder asks them the colours instead of, for example, focusing on developing their sounds in preparation for early talking.
- The childminder and her assistant skilfully use resources to motivate and engage children's attention. For example, when children showed little interest in water play, the assistant demonstrated how water could be fun. Children were fascinated to watch foamy water cascade into the tray as the assistant poured it from a great height. Toddlers laughed and clapped their hands, showing a desire

to get involved. This successfully supports children to investigate and try new experiences.

- The childminder prepares older children well for their transition to school. She prepares meaningful activities that engage them in counting, reading and writing. She further supports them by working effectively with Reception teachers to help maintain their high achievements during their first year at school.
- Parents receive plenty of information through daily feedback. They also have access to their child's file that shows how the childminder tracks the progress children make. The childminder completes required assessments, such as children's progress during their second year, which are also shared with parents. However, it is not clear how the childminder monitors the success of how parents continue their children's learning at home.
- The childminder supports children's health and physical development well. For example, children use the garden apparatus. Also, the childminder works within her community to support children's wider activities, such as the redevelopment of safe apparatus for children at the local park. This gives children a wider variety of opportunities to challenge their physical skills, and builds their confidence to take measured risks within a safe environment.
- The childminder reviews her practice. For example, she has reorganised her resources to allow children to make more opportunities to explore a wider range of materials. The childminder also provides good support to her assistant. She takes part in all available training and is currently working towards a recognised childcare qualification.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have updated their training and knowledge of how to protect children. They know how to identify signs of abuse and potential risks to children, including harmful influences from social media. The childminder is confident to follow the procedure where there is a concern about a child's welfare. She has risk assessed her home, particularly the garden, where children are not permitted to use the trampoline, for example. The childminder's checks on all household members and her assistant are thorough.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen methods used to support the development of the early communication of babies and toddlers
- consider effective ways to monitor the success of supporting parents further with continuing their children's learning at home.

Setting details

Unique reference number	EY242472
Local authority	Lewisham
Inspection number	10064569
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	12 May 2016

Information about this early years setting

The childminder registered in 2003 and lives in Lee, in the London Borough of Lewisham. She operates each weekday from 8am to 6pm, for most of the year. The childminder holds an appropriate childcare qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Gill Cubitt

Inspection activities

- The childminder gave the inspector a tour of her home, both inside and outside, and explained how children learn.
- The inspector held discussions with the childminder and her assistant at appropriate times throughout the inspection.
- A joint observation was completed with the childminder and further discussions were held on children's progress and future learning.
- The inspector discussed with the childminder how she obtains and monitors the feedback from parents.
- The inspector looked at a range of documentation, including certificates and the suitability of the childminder, her assistant and those who live in the household.

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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