

Childminder report

Inspection date: 20 January 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	Good
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What is it like to attend this early years setting?

The provision is good

Children display a strong sense of security and belonging. They develop close bonds with the childminder and her assistants. Children share lots of humour and laughter throughout the day. They are very sociable, enjoy each other's company and seek out their friends to play with. Toddlers sit side by side in their highchairs while they wait for lunch. They bang their trays in time with each other, cheering and laughing together.

Children are curious and eager to learn. The childminder is ambitious for the achievements of all children. She aims for all children to be well prepared to take their place in society. The childminder offers children a varied curriculum that covers all areas of learning. She provides children with many experiences which support them to learn about their own and other communities.

Children develop a sense of pride in their achievements. They enjoy singing songs and rhymes. The childminder claps and praises them when they remember the words and they beam with delight. Children demonstrate their growing understanding of the world. When getting ready to go out into the garden, they comment that it is 'cold' outside because it is 'winter'. Children have many opportunities to develop their physical skills. They jump and dance along to music. Babies display growing dexterity as they make marks with dabbers and paint.

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

- The childminder makes frequent use of local facilities, such as parks and museums, to provide rich and varied learning opportunities. The childminder plans small-group activities, which are precisely targeted at children's ages and stages of development. Children concentrate well during these focused activities. However, some whole-group activities last too long and are not appropriate for the younger children who occasionally become distracted, which disrupts older children's concentration.
- The childminder places a strong emphasis on developing children's communication skills. She introduces them carefully to new words and phrases. Children use their rapidly growing vocabulary as they play with rubber dinosaurs, describing them as 'squishy'. The childminder uses sign language to complement her communication with children. Younger children quickly understand many signs and begin to use them. Children are competent communicators.
- Children are well behaved. The childminder addresses any minor conflicts swiftly. Children learn quickly to share and take turns. They repeat, 'Take a turn and pass it on'. Older children show care and consideration for younger children. For example, when playing musical instruments, older children make sure that their younger friends have a turn.

- Parents and carers confirm that they receive regular information about their children's learning and ideas to support them at home. Parents state that the childminder has a positive impact on their children's enthusiasm and attitudes to learning. The childminder adopts a collaborative approach and, as a result, partnerships with parents are strong.
- The childminder has a good knowledge of how children learn and develop. She understands how to identify and support children who may be disadvantaged. The childminder has undertaken training to enable her to support children with special educational needs and/or disabilities. The childminder works with other professionals and is aware of local resources, where she can obtain information and advice so that all children make the best possible progress.
- Children's health is well supported. The childminder offers a range of healthy meals and snacks. She offers children drinks regularly throughout the day. Children understand the importance of drinking water frequently and help the childminder to pass out water bottles to their younger friends. Children know the importance of good hygiene. They demonstrate how they cough into their elbows to prevent the spread of infection.
- The childminder works well with her assistants. Their skills complement each other, so that children receive consistent care and education. The childminder has robust recruitment processes in place to ensure that her assistants are well prepared and suitable to take on their roles. She supports her assistants well to keep their knowledge and skills up to date and to develop their careers. The childminder attends regular training to enable her to continually improve learning opportunities for all children.

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:

- review whole-group activities to ensure that they are suitable for all children so that they remain focused.

Setting details

Unique reference number	EY246584
Local authority	Lewisham
Inspection number	10364066
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	5
Date of previous inspection	23 January 2019

Information about this early years setting

The childminder registered in 2013 and lives in the London Borough of Lewisham. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Anita Rickaby

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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