

Childminder report

Inspection date: 6 October 2021

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

The provision is good

Children are happy, safe and settled in the care of the childminder. They develop clear bonds with the childminder and her staff. They regularly touch base for cuddles of reassurance and then happily resume playing. The childminder has high expectations of children and teaches them the importance of sharing and turn taking. Children behave exceptionally well, and readily say sorry to their peers, if they have upset them. The childminder, generally, provides a good quality curriculum, which helps children to progress with their learning and development.

The childminder is fully aware of the impact that the COVID-19 pandemic has had on children's learning and development. She plans a good range of activities to support children's language development. The childminder and her staff use simple sentences with children to help them with their emerging language. They are skilled in repeating back to children the words they have babbled so they can hear how it is meant to sound. Given the impact of COVID-19, children are catching up with their learning and development.

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

- The childminder works in close partnership with parents. She shares with them what she has been doing with children and how they are progressing. The childminder gives parents suggestions of what they can do at home to enhance their children's learning further. This helps to support continuity of care for children.
- The childminder, generally, plans activities for children well. She recognises when a child is not ready, for example, to count how many, and redirects their learning to other aspects of early mathematics, such as shape.
- The childminder teaches children how to use different tools as they explore play dough. Children learn how to use tools to make marks. The childminder encourages them to feel the marks and describe what they feel. Children learn new words, such as 'rough, smooth and hard'. This helps children to develop their language skills. Given children's starting points in learning, they are making significant progress with their language development.
- The childminder's planning of routines and activities is not always as effective as it could be. The childminder and her staff, sometimes, move children on too quickly from activities, not allowing them enough time to finish their learning before moving to the next activity.
- The childminder and staff teach children how to match during a card game. Children have remembered what they have been taught about taking turns and wait patiently as their peers take their turns. Children skilfully identify the animals and name them with the sound when they are asked. This helps to support their emerging language development well.

- The childminder builds children's self-esteem during all activities. She praises them when they reply to her questions. The childminder matches their excitement when they have achieved something. For example, children squealed with delight when they accomplished using a pattern roller as they used play dough. They excitedly proclaimed, 'I did it'.
- Children are taught how to problem solve. Children thoroughly enjoy playing with the shape sorter. Staff name each shape the children use. When children struggle to fit a shape in, staff expertly explain it has too many sides to fit in this hole. Children quickly look at the other holes and find the right ones. Staff praise them well for getting it correct.
- The childminder and her staff work together to assess the quality of activities on offer. They share what went well and how things can be improved, helping them to shape the service they provide. The childminder reviews how well activities meet the individual needs of the children and what she can do to further progress children's learning and development. Recent training has helped the childminder to identify any safeguarding concerns with particular regards to contextual safeguarding. This helps to keep children and families safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her staff have a clear understanding of safeguarding. They know the signs and symptoms which indicate a child might be at risk of harm or neglect. The childminder is fully aware of local safeguarding procedures and how to make sure that children and their families are safe. The childminder is alert to changes to children's behaviour due to COVID-19 and the impact this can have on their safety and well-being. She carries out detailed risk assessments of her home and outings. The childminder also carries out risk assessments so that her staff are safe to care for children.

What does the setting need to do to improve?

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

- ensure that staff have a better understanding of daily routines to enhance children's independence, allowing them to decide where and how they wish to learn and play.

Setting details

Unique reference number	EY254186
Local authority	Lewisham
Inspection number	10208800
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 2003. She lives in the New Cross area in the London Borough of Lewisham. The childminder operates her service from Monday to Thursday, from 8am to 6pm, for most of the year. She works with an assistant.

Information about this inspection

Inspector

Rebecca Hurst

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector spoke with the childminder, her staff and children at appropriate times during the inspection.
- The inspector sampled documents, including first aid, training and registers.
- The inspector discussed with the childminder how she monitors her own and her staff's practice.
- The childminder and the inspector discussed the implementation of the curriculum she is providing and the impact it is having on the children.

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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