

Childminder report

Inspection date: 20 June 2022

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 and settle well into the childminder's care. The childminder has good bonds with children. She is calm, caring and patient in her approach. This contributes to children feeling safe and secure. Children greet approved visitors with interest. For example, they introduced themselves to the inspector and engaged in conversation with her throughout the visit.

The childminder has high expectations for children's learning. She incorporates children's interests into the experiences that she provides. The childminder thinks about how children can build on their existing knowledge. Children are inquisitive and show a positive attitude to their learning. They ask the childminder questions to develop their understanding. The childminder responds in the moment to their learning and development needs. For instance, when children show an interest in ice, she creates opportunities for them to make and explore ice. This supports children to progress well.

The childminder is a good role model and teaches children what is expected of them through the daily routine. Children behave well. They respond to the childminder's gentle reminders about the rules and boundaries in place. Children interact well with each other. When they disagree, the childminder supports them to talk to each other to solve the problem.

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

- Children have good communication and language. The childminder models clear speech and repeats back sentences with the correct words and pronunciation. The childminder and children constantly talk to each other throughout the day. This promotes children's conversational and social skills.
- The childminder identifies the skills and knowledge which children need to achieve their next steps in development. She plans stimulating activities and experiences for children to practise their developing skills.
- Children demonstrate good independence skills, such as putting on their shoes, washing their hands and using the toilet. Children confidently make independent choices during their play. This helps them to develop their interests and learning further.
- The childminder provides opportunities for children to develop an understanding of the world around them. She provides activities that teach them about growth and change. The childminder talks about what plants need to grow, and children care for the plants in the garden. Children enjoy looking for creatures, such as snails. They talk about how caterpillars change, while watching them develop over time. Children question why the caterpillars are hanging from the top of their pot, while looking at them with a magnifying glass. The childminder gives

age-appropriate explanations to help them understand.

- The childminder encourages children to talk about some of their cultural differences. For example, at lunchtime, she talks to children about different types of food and different ways of eating. However, she does not incorporate the different languages that children hear at home into the curriculum.
- Children are taught how to keep themselves safe when they go on trips. The childminder talks to them about road safety and teaches children what to do if they became separated from her. Children wear identification bracelets with the childminder's details on. Before visiting new places, the childminder carries out risk assessments and plans the safest way to travel.
- The childminder has appropriate policies and procedures in place to keep children safe. She keeps up to date with mandatory training, such as first aid and safeguarding. She accesses the local authority's online training and network events for childminders.
- Parents speak highly of the childminder. They say that she provides 'home-from-home' care, and comment on her kind and caring nature. Parents say that their children develop well and enjoy their time with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps the premises clean, safe and secure. She implements effective safety measures, such as risk assessments, to create a safe environment for children. The childminder has a good knowledge of safeguarding procedures. She is confident to follow them if any concerns arise about a child in her care. The childminder is aware of local safeguarding issues and keeps up to date through the local authority. She has rules in place regarding technology to keep children safe, which are explained to children and parents.

What does the setting need to do to improve?

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

- extend opportunities for children to value and share languages spoken at home and learn about different people and communities.

Setting details

Unique reference number	EY271352
Local authority	Lewisham
Inspection number	10138103
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	3 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 March 2016

Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Lewisham. She operates for most of the year from 8am to 6.15pm, Monday to Friday. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for children aged three and four years.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of an activity.

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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