

Childminder report

Inspection date: 7 February 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

The childminder provides a friendly and nurturing environment. She engages children through her fun and enthusiastic interactions. Caring relationships are evident. Children learn through a broad curriculum that develops their language skills and a sense of belonging, and instils a positive attitude towards their learning. Children focus on bring creative, such as using magnetic tiles to build a castle for their characters. They persevere as they connect the tiles to make them balance and stable. The childminder joins in, providing a commentary that teaches children the vocabulary that describes their actions. Children smile proudly when they finally have the structure as they want it.

Children develop their confidence in social situations. For instance, they explore the environment and eagerly share the soup they pretend to make in the role-play kitchen with visitors. Children begin to develop their independence. For instance, they take their coats and shoes off on arrival and eagerly help to tidy away their toys. The childminder engages in children's play at their level. For instance, she models how to use the play cooker, giving them the time to have a go themselves. This helps to further children's development. Children feel safe and secure. They use their manners and behave very well.

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

- The childminder provides an interesting curriculum for the children in her care. She collects information from parents and carers and works with other settings that children attend. The childminder observes children's play and understands what they need to learn next. She has specific learning intentions for individual children during activities. For example, she wants children to concentrate intently as they work with magnets to make a ball. However, the childminder's enthusiasm during interactions with children means that she can lose focus on the learning intention of the activity. This means that children do not always achieve their intended outcomes of activities.
- The childminder makes good use of her local area to provide a variety of outings and experiences, such as at various local parks and woodlands. She recognises the importance of children experiencing a range of social interactions. Children regularly meet with other childminders and attend playgroups. They develop good physical skills due to the range of experiences on offer. Children enjoy plenty of fresh air and exercise as part of their daily routine, such as walks to the park and school.
- The childminder has interesting conversations with children while she plays alongside them, supporting their language and communication skills. For example, she names resources as children engage in imaginative play. The childminder models language as children play, describing what is happening, and

asks appropriate questions to enhance their thinking skills. She introduces new words, such as 'delicate', to extend their vocabulary. Children eagerly use these as they play.

- Children acquire early mathematical knowledge in preparation for their later learning. The childminder weaves mathematics into daily activities. The childminder skilfully models the use of numbers in children's play. Children count confidently. For example, as children tidy their toys, they confidently count the cars back into the box. Children understand concepts as they compare different sizes and shapes.
- Parents are thankful for the updates that they receive from the childminder. The childminder shares a wealth of information with parents, such as about the activities on offer, the progress their children make and how they can support children's learning at home. This demonstrates good partnerships with parents.
- Partnerships with other professionals are well established. For example, the childminder gathers and shares information from other settings that children attend. This promotes continuity in children's learning.
- The childminder regularly completes mandatory training, such as in first aid and safeguarding. She reflects on good practice with other colleagues. The childminder uses these as opportunities to get new ideas on how to use resources. She demonstrates a commitment to professional development and knows how to access relevant training.

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:

- focus more intently on the identified learning intentions for children during activities to fully support their progress.

Setting details

Unique reference number	EY277399
Local authority	Lewisham
Inspection number	10372234
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 7
Total number of places	5
Number of children on roll	6
Date of previous inspection	8 April 2019

Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Lewisham. She cares for children all year round, from 7.30am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.
- The children spoke with the inspector during the inspection.
- The inspector read parents' written feedback during the inspection and took account of their views.
- The inspector sampled relevant documents, including the childminder's first-aid qualification.

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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