

Childminder report

Inspection date: 16 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

Children are confident, happy and eager to learn. They have wonderful opportunities to complete activities at their own pace and show good levels of concentration and enjoyment in their play. For example, children enjoy playing for long periods of time as they use both hands to fill empty recycled bottles with a range of materials, such as beads, pasta and rice, improving their hand-to-eye coordination skills. Children enjoy exploring the well-organised and large range of resources the childminder provides. They take part in drawing, practise making marks and learn to write the initial letter of their name, in preparation for early writing. The childminder is experienced and skilfully develops children's learning as they play together. For example, the childminder uses children's enjoyment of vehicles to teach them to count accurately and compare the size of the cars and trucks. The childminder routinely observes children as they play and makes assessments about what they have achieved. However, she does not track children's overall learning as well as she could, to help her precisely plan for their next steps across all areas of development and help them move beyond their already good progress. That said, children behave extremely well and communicate readily and confidently with the childminder and visitors. They talk with excitement about their toys and eagerly explain what they are doing.

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

- The childminder is gentle, caring and nurturing. From the start, she spends time getting to know children to enable them to settle in quickly. Consequently, she meets children's emotional needs superbly. Children display wonderful, secure attachments with the childminder. Parents praise the childminder for the fantastic care and attention she provides for their children. The childminder shares children's progress and other relevant information, such as children's daily routines and achievements, with parents, so they can continue to support their children at home.
- The childminder has excellent links with the schools that older children attend. She meets regularly with the children's teachers and professionals to ensure continuity of care. The childminder reflects on her practice and takes account of parents' and the children's views to help her make effective changes. The childminder acknowledges her current arrangements for continuous professional development do not focus strongly enough on raising her already good standard of teaching to an even higher level. On reflection, this is an area she wants to work on.
- Activities are set up in appealing ways that encourage children to become absorbed in their play and learning. Children develop good imaginative skills as they pretend to make smoothies and cook eggs and toast in the role-play kitchen. Children have access to a range of good-quality books, so they develop

a love for reading and books. During reading sessions, children cuddle up to the childminder and listen attentively to her reading to them. Children delight in talking about what they see and also develop good mathematical counting skills as they count the number of objects they see. This helps children to prepare for school particularly well in regard to their confidence and emotional well-being.

- Children have ample opportunities to learn about people and communities beyond their immediate experiences as the childminder organises a range of well-planned outings. For example, children thoroughly enjoy going to the shops, where they collect items in their basket. Children also develop good physical skills as they play football in the garden and collect wildflowers during visits to the local park.
- The childminder supports children's development of a healthy lifestyle very well. Children participate in good hygiene routines and learn about the importance of drinking plenty of water and eating fruits and vegetables. The childminder encourages younger children to become increasingly independent in their personal care skills, such as handwashing, and to take care of their toys and resources. Children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the possible signs and symptoms of abuse and knows who to contact in the event of any concerns about a child's welfare in her care. She completes safeguarding training to update her knowledge and teaches children how to keep themselves safe. For example, she explains the importance of following rules and how children must look out for approaching cars, not only on the road, but also approaching from people's driveways, when walking to and from school.

What does the setting need to do to improve?

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

- develop a more consistent approach in reviewing children's next steps, to help them make higher rates of progress
- review current plans for professional development to help in developing teaching skills towards excellence.

Setting details

Unique reference number	EY283430
Local authority	Lambeth
Inspection number	10064074
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 January 2016

Information about this early years setting

The childminder registered in 2004. She lives in Streatham in the London Borough of Lambeth. The childminder operates from 7.30am to 6pm, Monday to Friday during term time only.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector observed children playing and carrying out routine tasks.
- The childminder and inspector reflected on children's activities and discussed what learning and development took place.
- The inspector sampled documents, including safeguarding policies, accident records and the childminder's training certificates.
- The inspector carried out a learning walk with the childminder and discussed how she plans the curriculum and plans for children's progress.
- The inspector spoke with children at appropriate times during the inspection and viewed parents' written comments about the childminder's practice and took these into account.

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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