

Childminder report

Inspection date: 6 June 2024

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 arrive to a warm welcome. The childminder provides a safe, homely environment. Children enter with excitement as their friends greet them. The childminder spends time speaking with parents. She finds out about the children's morning routine. Children quickly engage themselves in play. They freely select from a wide range of resources. The childminder encourages children to learn from each other. For example, younger children copy a tower an older child has built. Children are eager to learn. They use well-placed posters to start a conversation about the weather. This discussion leads them to learn about condensation.

Children are confident to share their wants and needs. They know their voices are heard and valued. Their behaviour is exemplary. Children have developed empathy. The childminder consistently discusses their feelings. She praises their efforts. Children are extremely kind and helpful to their peers. They soothe a baby, stroking his hand. They tell him, 'Mummy will be back.' Children happily share and take turns with toys.

The childminder is enthusiastic. Children experience a varied curriculum. The childminder is keen for children to experience the wider outdoors. She takes the children on visits to the farm, toddler groups and the local museum. She links learning with the museum's changing exhibitions. For example, they recently visited the aquarium, and are creating a sea display in the setting. Children remember and talk about what they have seen. The childminder is eager for them to feel a part of the community.

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

- The childminder has a clear vision for planning activities and refers children back to previous learning. For example, they use a model lizard to discuss their trip to the pet shop and the reptile tanks. The childminder draws on children's real-life experiences. She seizes opportunities, such as looking at maps of countries they recently visited, so all children learn from them. They use the internet to find out more about differences in other countries and cultures. The childminder adapts activities so that all children can participate. However, she does not plan key learning opportunities for individual children, to ensure that they meet their next steps, precisely.
- Parents speak highly of the childminder. They refer to her as 'extended family' due to the warm, trusting relationships she has formed with the children. They appreciate the time the childminder spends on settling-in sessions. Parents report receiving daily updates on their child. The childminder notes children who are ready to potty train and works with parents to achieve this. She shares ideas with parents to continue children's learning at home. Parents credit the

childminder for her input.

- The childminder has created a language-rich setting and consistently introduces new and varied language. She narrates the children's play and provides options for them to answer. This broadens the children's vocabulary and questioning skills. Younger children develop their emerging speech through two-way conversations that the childminder facilitates. She speaks clearly and models language that children can understand. This has resulted in children developing good language skills and becoming effective communicators.
- Children are increasingly independent. Older children use safety knives to cut their fruit. Younger children feed themselves. Babies are provided with a spoon to hold as the childminder feeds them. Children develop good self-help and hygiene skills. They know to wash their hands before mealtimes and cover their coughs. The childminder discusses the benefits of a healthy lifestyle with children. She introduces physical exercise, such as yoga, when the weather prevents them from being outside.
- The childminder is committed to her role. She attends the local childminder forum to share expertise and exchange ideas. The childminder seeks any training opportunities. She completes courses that enhance her knowledge and is keen to implement what she learns to benefit the children. The childminder works in partnership with parents to complete development assessments, such as the progress check for children aged two years. However, the childminder does not share information about children's progress with the other settings that children attend, including primary schools, to support children's smooth transitions.

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:

- strengthen the intent of activities to specifically meet the current needs of individual children
- develop working partnerships to create smooth transitions between settings for children.

Setting details

Unique reference number	EY284132
Local authority	Lewisham
Inspection number	10335648
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	2 to 8
Total number of places	12
Number of children on roll	6
Date of previous inspection	22 June 2018

Information about this early years setting

The childminder registered in 2004. She provides childcare from 8am to 6pm, weekdays for most of the year. She offers a school pick-up service. The childminder holds a qualification at level 3 and sometimes works with an assistant.

Information about this inspection

Inspector

Karen Wells

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of relevant certificates.

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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