

Childminder report

Inspection date: 12 March 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

Children form strong bonds with the childminder, who is kind, caring and attentive to their needs. The childminder plans activities based on children's interests, such as animals, which motivates them to explore and learn. Children actively engage with new information and stories, to develop their listening and attention skills. The childminder also helps children to develop their independence in preparation for school, such as by using cutlery and managing their hygiene with support. The childminder serves as a positive role model. She speaks to children with respect and values their ideas, which encourages them to show the same respect to others.

Through activities, such as role play, the childminder helps children to expand their vocabulary and boost their communication and language skills. Children confidently use new words, proudly displaying their work, which the childminder praises to enhance their self-esteem. The childminder provides children with plenty of fresh air and exercise, such as by visiting parks and open spaces, to help them to stay fit and healthy. The childminder also supports children who speak English as an additional language by tailoring the curriculum to meet each child's needs. She ensures that children feel valued and supported. For example, she works closely with parents on potty training and other transitions, such as the arrival of a new sibling, offering resources and books to help children to adjust.

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

- Following the last inspection, the childminder has focused on areas for improvement in her self-evaluation and sought training to strengthen partnerships with parents. This has enhanced communication and collaboration, and supported children's care and continuity in learning at home. Parents express high satisfaction, noting their children's progress and increased self-confidence.
- The childminder creates a language-rich environment that enhances children's communication skills. She models new words, encourages repetition and ensures correct pronunciation. This helps to expand children's vocabulary, boost their confidence and support their language development.
- During role play, the childminder builds on children's prior learning by incorporating imaginative play. For example, after reading about wild animals, she models the movement of an elephant's trunk through actions. The childminder encourages children to imitate and pretend to be elephants, using their hands to create their own trunk. This enhances children's creativity and understanding.
- The childminder actively supports children's mathematical development by reinforcing concepts around size, shape and counting. She encourages counting through questions, such as how many dinosaurs children can see, and prompts

them to identify the biggest, smallest and medium-sized animals. This strengthens children's understanding and confidence in using mathematical language.

- The childminder regularly engages in play with children, such as role playing in the play kitchen or during reading activities. However, she does not consistently give children more uninterrupted time to practise their skills independently to develop their problem-solving and decision-making abilities.
- The childminder enhances children's understanding of safety through outings, such as visits to the fire station. These experiences, connected to the theme of people who help children, allow children to interact with local heroes and learn about community roles, reinforcing important safety and emergency procedures.
- The childminder takes children on trips to the supermarket to learn about healthy eating. They buy fresh fruits and vegetables, helping children to understand nutrition and where food comes from. The childminder uses these trips to teach children the importance of making healthy food choices.
- The childminder promotes culture and diversity by teaching empathy and respect through fundamental British values. She explores events with children, such as science week and cultural holidays, using multicultural books and dolls to explore identities. By working with parents, the childminder enables children to share their cultural experiences and foster respect for different faiths and backgrounds.
- The childminder uses the garden to support children's physical development, using play structures, such as see-saws and slides. She tailors activities to children's unique development stages, such as using play mats for babies learning to walk. The childminder also incorporates soft-ball games and pouring activities to introduce mathematical language.
- The childminder supports children's transition to school by working closely with parents to develop children's independence, self-care and communication skills. She liaises with children's future schools and provides a transition report. This supports children to prepare well for their eventual move on to school.

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:

- review interactions with children to enable them to consistently consolidate their learning through uninterrupted play.

Setting details

Unique reference number	EY290129
Local authority	Lewisham
Inspection number	10372551
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	25 April 2019

Information about this early years setting

The childminder registered in 2004 and lives in Sydenham, in the London Borough of Lewisham. The childminder operates during term time, from 8am until 6pm, Monday to Thursday. She holds a relevant qualification at level 3 and provides government funded childcare.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder and the inspector carried out a learning walk. They discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector considered the views of parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and 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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