

Childminder report

Inspection date: 21 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enthusiastically engage in the broad range of stimulating learning experiences on offer, extending their knowledge through their self-directed discoveries. For instance, children find coloured springs and observe attentively as they move around the room. The childminder provides suitable opportunities for children to be creative and develop key skills to help manage their movements. For example, children love to dance, sing songs and play action games. This supports children's good physical, creative and sensory development.

The childminder makes very good use of the local and wider community. This helps to enhance children's learning and extend their understanding of the world. For instance, the childminder regularly takes children on visits to museums, zoos, gardens and woodland walks, exploring the natural world. Children have many opportunities to meet with others and this helps to promote their good social skills. Children behave extremely well. Older children, without prompting, happily offer hugs to the younger children and are tolerant in waiting for their turn. Younger children are learning how to share.

The childminder provides a clean, welcoming and friendly environment where children are happy to play. She gives children lots of attention. The childminder is consistent in her expectations and this helps children to feel secure and develop strong attachments with her.

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

- The childminder has a good understanding of how children learn and develop. She provides suitable opportunities for children to practise what they already know and can do. For instance, children are highly inspired to sing the songs and nursery rhymes they have learned. Additionally, children discuss their visit to the lavender fields and meeting a World War Two pilot.
- Older children concentrate for increasing lengths of time and show a keen interest in reading and problem solving. For instance, children expertly work out the different foods the caterpillar eats on different days. Children freely choose books to read, and this supports their early literacy skills.
- Babies enjoy exploring their surroundings and they can independently access the toys they want. They demonstrate that they are very happy in the care of the childminder, who is attentive and nurturing. Babies who have recently started are well settled and calm, enjoying cuddles from the childminder and smiling at unfamiliar adults. They are self-assured in taking risks and this helps to support their very good physical development and coordination skills. For instance, babies climb onto small, soft climbing apparatus and persevere despite small tumbles.

- Young children build on their independence skills when they confidently feed themselves and help themselves to snacks and drinks. The childminder places a strong emphasis on building children's communication and language skills. She repeats sounds babies make, introduces words and talks to babies as they play. She engages in extensive conversations with older children, asking open-ended questions and promoting children's good communication skills.
- Children have good opportunities to develop their mathematical skills. This is evident when children count, sort and problem solve during a game about the hungry caterpillar. Children prepare for early writing when they use the chalks to mark make, developing the skills for their next stage of learning.
- The childminder has a professional approach to her work. She keeps up to date with developments in early years through professional associations and attending training. Additionally, the childminder effectively evaluates her service. She uses feedback from parents and others to continually improve. The childminder has vastly improved her reading and communication resources. Children have become more engaged in their learning and have developed a love of books.
- The childminder has developed strong partnerships with parents and other professionals. This helps to provide good continuity in children's care and learning. Parents are extremely complimentary about the childminder. They write positive comments in cards and share the poems their children write about being in the childminder's care.
- The childminder identifies what children need to know. However, she does not consistently use her assessment knowledge to modify learning to help children make the best progress possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She has broad experience and has completed training, which helps her recognise signs and symptoms of abuse and neglect. She knows who to contact and the action to take should she have concerns about a child's welfare. The childminder completes comprehensive risk assessments and this helps her to identify and minimise risks to ensure children remain safe. She checks all areas of her home and she assesses possible risks when she takes the children on local outings.

What does the setting need to do to improve?

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

- use assessment information consistently to precisely target the next steps in children's learning to further accelerate their learning.

Setting details

Unique reference number	EY294059
Local authority	Lambeth
Inspection number	10138087
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 June 2016

Information about this early years setting

The childminder registered in 2000. She lives in Streatham, in the London Borough of Lambeth. The childminder offers care Monday to Friday from 8am to 6pm, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Vicky Forbes

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector jointly evaluated an activity with the childminder. The inspector held discussions with the childminder throughout the inspection.
- The inspector looked at relevant documentation, including evidence of suitability and training. The inspector spoke to the children about their learning.
- The inspector took account of the written views of parents received on the day of the inspection.
- The inspector had a tour of the premises and the areas used to care for 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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