

Childminder report

Inspection date: 6 February 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

Outdoor play opportunities in the local area enable the childminder to deliver a curriculum that allows children to develop their natural instinct to explore the world around them. Mornings are spent in local woods, parks and playgroups, which supports different strands of the curriculum. Children use their vivid imaginations when they find natural materials such as sticks, conkers and leaves. They use these to recreate experiences from the home environment, such as cooking. Children act out the stories they hear when the childminder reads to them. When they meet other children, they make friendships and experience play as part of a larger group. The childminder has high ambitions for every child to learn through creative opportunities outdoors.

Children respond to the childminder's praise and encouragement. The childminder is a good role model, demonstrating the kind and gentle behaviour she expects of the children in her care. Children treat each other and the childminder with respect. This has a positive impact on children's learning as they develop the skills they need to play well together and have a positive attitude to their learning. Children demonstrate that they feel safe and comfortable with the childminder and in her home as they make choices about their learning and confidently ask for support when required. The childminder helps children to manage their feelings and the impact their behaviour has on others. This prepares children well for the next steps in their learning and eventual move to school.

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

- Children play happily in the childminder's home. Most of the toys and games for children are in their playroom, but they are free to access all areas of the ground floor. The childminder is creative and her home reflects this, providing an interesting and inspiring place to learn. Children enjoy opportunities to cook, bake and make wonderful crafts to celebrate seasonal events and celebrations. Parents enjoy the many imaginative creations their children bring home, and children take pride in their work.
- Children enjoy songs, books, stories and conversation throughout the day. The childminder ensures that all children have the chance to speak and that they learn to confidently express their needs. This motivates children to communicate politely and express their needs. When it is time for a story, children cuddle up with the childminder on the sofa to read and talk about books. This develops children's love of reading from an early age.
- The childminder works closely with parents and shares information about their children's progress with them regularly. When children are aged between two and three years old, the childminder completes a comprehensive review of children's attainment and shares this document with parents. If any concerns

arise, the childminder arranges a discussion with parents. She knows where to get further information or make a referral to support services. This ensures that children can get additional support swiftly if required.

- The childminder is part of a wider supportive network of childminders. They help each other to stay up to date and share ideas for creative activities. They often meet to give children the opportunity to enjoy group activities and have fun together. This helps the childminder to keep her knowledge current and explore new ideas for teaching. Children enjoy making new friends and explore a wide range of activities when they are out in the local area.
- Children learn about staying safe when they are on trips and outings. They know to stay with the childminder and speak only to known adults. The childminder uses their journeys on foot or by bus to teach children about road safety and safe behaviour. This contributes to children's overall understanding of their personal safety and actions they can take to keep themselves safe. However, the childminder does not make the most of opportunities to share information with parents about online safety and the appropriate use of digital devices at home, to help children understand how to stay safe online.
- Children enjoy simple and nutritious food that the childminder prepares for them from a varied menu. They sit at the table and eat heartily. The childminder supports children to use cutlery and to use their good manners to ask for more. The childminder records details of any allergies, intolerances or dietary requirements to ensure that the food served meets all children's needs. Children learn about staying healthy and healthy eating, and this supports their physical well-being.

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:

- consider ways to support parents to manage and monitor digital devices at home to promote children's awareness of online safety.

Setting details

Unique reference number	EY296225
Local authority	Lewisham
Inspection number	10304971
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Lewisham. She operates Monday to Thursday, from 8am to 6pm, during term time only.

Information about this inspection

Inspector

Trina Lynskey

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development and how she shares this information with parents.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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