

Childminder report

Inspection date: 27 February 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 are happy and thrive in the childminder's care. They form nurturing relationships. The childminder provides cuddles and reassurance when required. This supports children's emotional well-being. The childminder has established strong routines for each day to meet the needs of all the children. Younger children understand transition between activities well. Children become excited when it is time to go and collect their friends from other settings. The childminder teaches children about road safety and encourages them to act with care and caution.

The childminder's curriculum is ambitious for all children. She knows what she wants children to learn, including those children who may need additional help. She provides a language-rich environment, talking to the children about what they are doing, she repeats words she would like them to hear, understand and use, such as 'open' and 'press'. The childminder reads fiction and non-fiction books with the children, focusing on everyday words and objects. When she says the names of the body parts, she encourages young children to point to them. She provides the children with lots of praise and this raises their self-esteem. The childminder is committed to ensuring positive outcomes for all children.

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

- The childminder plans a wide range of experiences to help support all areas of children's learning. She arranges trips and outings to local play groups to enhance children's social interactions with other children and people within the local community. This helps children become more confident in larger groups.
- The childminder knows the children well. She knows what they can do and which skills they need to develop next. The childminder plans focused activities to support children. She identifies that some children are reluctant to engage in messy play. Children use cars to paint tracks on paper. However, sometimes, the childminder does not consistently support children when they lose concentration and can become distracted from their current learning. During these times, children flit between activities.
- The childminder encourages children to make choices throughout the day. At snack time, children select the fruit they would like the childminder to prepare for them. She kindly invites children over for a nappy change. Young children go to their bags and get their own nappies. Consequently, children show increasing levels of independence from an early age.
- Parents have high praise for the childminder. They say they are kept informed about their children's development. They comment on the progress the children have made specifically with their fine motor skills and their language development. She understands children's allergies well and ensures that all meals and snacks are prepared and served correctly. Parents say the childminder

is caring and attentive.

- Children have many opportunities to develop their gross motor skills in a well-resourced garden. Children enjoy using the ride-on toys. Young children complete obstacle courses and use the climbing frame with support from the childminder. Children are physically active. They develop their balance and coordination skills.
- Children are curious and positive learners. They are keen to play with shopping trolleys and baskets, transporting objects around the home. The childminder helps children to develop their imaginary play. When they pretend to make tea and coffee she encourages them to use their small muscle groups to open and shut lids and press the buttons on toys. Quality interactions help to enhance children's play.
- The childminder is highly reflective in her practice. She identifies a range of ways she can improve the experiences and care she provides. The childminder ensures that activities and themes she plans compliments the learning at other settings. Children have been introduced to the 'Jack and the Beanstalk' traditional tale at their playgroup. The children have been planting seeds with the childminder and watching them grow. The childminder has a successful working partnership with other settings the children attend.

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 how to help children to maintain their engagement so they are supported to become deeply engrossed in learning.

Setting details

Unique reference number	EY298133
Local authority	Lewisham
Inspection number	10372136
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	1 to 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 April 2019

Information about this early years setting

The childminder registered in 2005. She lives in the London Borough of Lewisham. She provides care for children from Monday to Thursday, all year around. Opening hours are 8am till 6pm. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Davinder Dhaliwal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is 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.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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