

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

The childminder creates a warm and nurturing setting, and children feel safe and secure. They are happy and explore the environment with confidence. Children use magnifying glasses to look for insects in the garden. They squeal with delight when they discover natural objects, like snail shells and feathers. The childminder ensures that children are aware of potential hazards, such as a spiky rose bush. This helps children develop an awareness of risks in their environment while feeling secure and supported in their exploration.

Children enjoy a curriculum that supports their development in all areas of learning. They develop a love of books, excitedly reading along with the childminder and using props that they made as the story is read. Children relish making marks with water using a range of different tools. They experiment with the patterns they make and talk about the shapes they see.

Children learn to behave well. The childminder and her assistants encourage children to take turns with the resources. They use clear rules and boundaries and are consistent in applying them. This fosters respect, cooperation and tolerance, supporting children's social and emotional development. As a result, children play happily alongside each other.

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

- The childminder gathers information from parents and other settings children attend about their interests and development. She uses this to plan activities to build on what children already know and can do. While children mostly enjoy taking part, on occasion, group activities do not fully take into account the mixed-age group of children. This means that the youngest children sometimes lose interest and do not always engage in the learning opportunities.
- The childminder closely monitors each child's development, identifying emerging needs through regular assessments. She recognises when children may require additional support, such as with speech, and adapts her approach accordingly. This ensures each child, including those with special educational needs and/or disabilities (SEND), receives the right level of support to help them learn the skills they need for the future.
- The childminder encourages children to express their feelings. For example, during circle time, she asks both children and adults how they feel, modelling the language of emotions. This helps children begin to understand their own emotions and develop the vocabulary to express them.
- Children build their communication skills well through play and daily routines. The childminder uses effective strategies, such as singing songs and repeating words clearly. She narrates as children play, using sensitive questions to

encourage children to expand on what they say. These interactions support language development and, as a result, even the youngest children relish the opportunity to engage in back-and-forth conversations.

- Children engage in counting and measuring activities throughout the day in meaningful and practical ways. For example, they count the steps as they climb the stairs, reinforcing number sequencing. During play, they explore weight by comparing the weight of buckets and baskets as they fill them. These hands-on experiences help children develop early mathematical skills.
- Children take part in a wide range of physical activities that support their development and well-being. During a 'bear hunt' adventure, they navigate different terrains, strengthening their agility and spatial awareness. They use spray bottles to water plants, helping develop their fine motor skills. These engaging activities promote coordination and help develop strength.
- The childminder has high expectations for children's behaviour. For example, she encourages children to tidy up after activities and guides them to take care of their environment. She prompts polite language, such as saying thank you, and models being respectful to each other. This helps children develop a sense of responsibility and positive social skills.
- The childminder actively works with parents to support children's learning and development. She sends home activities to extend play-based learning beyond the setting. Parents are also kept informed about local community events, providing further opportunities for family engagement. This partnership strengthens children's learning experiences and fosters continuity between home and the setting.

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:

- enhance the planning and delivery of group activities to ensure the youngest children can actively engage and benefit fully from the experience.

Setting details

Unique reference number	EY298452
Local authority	Lambeth
Inspection number	10376572
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 May 2019

Information about this early years setting

The childminder registered in 2004. She lives in Clapham, in the London Borough of Lambeth. She works with an assistant. She operates her service Monday to Thursday from 8am to 6pm. The childminder offers government funded childcare. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector and childminder completed a joint observation and held a discussion about the practice observed.
- The childminder provided the inspector with a sample of key documentation, including progress checks for children aged between two and three years.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and her assistants, and children.
- Throughout the inspection, the inspector spoke with the childminder, her assistants and children at suitable times.

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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