

Childminder report

Inspection date: 28 November 2023

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 enjoy attending the childminder's setting and show that they feel secure and settled. The childminder has a warm, friendly approach and is sensitive to children's needs. As such, children have built close bonds with the childminder. Children are keen to explore their surroundings and are consistently supported to engage in purposeful play. This supports them to make good progress in their learning.

Young children act out simple role play and pretend to make tea. The childminder uses the opportunity to introduce simple turn taking, which helps children to learn positive behaviour. The childminder recognises the importance of using repetition for children to practise new skills and embed knowledge. Children excitedly explore the balls as they manage to roll and bounce them. The childminder organises her curriculum to provide children with an interesting range of indoor and outdoor experiences. At home, they excitedly explore a range of sensory activities. They experiment with their hands and explore textures. During outings to the park, children develop important physical skills and develop their coordination.

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

- The childminder closely monitors children's development and identifies what they need to learn next. She gathers useful information from parents about children's starting points when they initially start attending. She provides helpful guidance to parents about how they can also support children's learning at home.
- Singing songs and rhymes and exploring music and sound are key parts of the daily routines. Children are familiar with a range of songs and rhymes. While singing 'Five little ducks', they excitedly copy actions and join in with key phrases. They explore sound through musical instruments and move their bodies in response to rhyme. The childminder recognises the importance that songs and rhymes have in supporting children's communication and language skills.
- The childminder supports children's developing language well. She introduces new words and concepts to young children. For example, during snack time, the childminder talks about having a 'handful' of blueberries, and they count out how many there are.
- The childminder encourages positive behaviour. For example, she praises children's achievements and for helping with simple tasks such as tidying up the toys. The childminder's gentle approach means the environment is calm and children are then confident to explore new things. Children understand the routines and know what to expect, which supports their emotional security.
- Children learn the importance of a healthy lifestyle. They have a good range of healthy and nutritious home-made meals and snacks. They have daily outdoor

experiences to enjoy the fresh air and develop their physical skills. The childminder follows good hygiene procedures such as effective handwashing arrangements after nappy changes and before preparing food.

- The childminder has completed mandatory training, such as first aid, and has developed her knowledge of when a notification must be made to Ofsted. The childminder aims to keep up to date by reading information provided by the local authority. However, there has been a lack of focus on how she can develop her skills in supporting children's early education even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities to support children's safety and welfare. She knows the possible signs that a child may be at risk and knows who should be contacted if she has concerns. The childminder uses risk assessment effectively to ensure that children are safe at the setting and on outings. For example, the childminder is vigilant about ensuring that safety gates are secured and that sleeping children are regularly monitored.

What does the setting need to do to improve?

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

- identify professional development opportunities to further enhance teaching skills to the highest level.

Setting details

Unique reference number	EY316044
Local authority	Lambeth
Inspection number	10319819
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 March 2020

Information about this early years setting

The childminder registered in 2005. She lives in the Brixton area of the London Borough of Lambeth. The childminder works with a co-childminder, her daughter, in the same premises. The childminder provides care for children from Monday to Thursday, all year round. She holds a relevant early years qualification at level 3 and a management qualification at level 4.

Information about this inspection

Inspector

Laura Brewer

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and inspector completed a learning walk to discuss how the setting is organised and the curriculum provided.
- The inspector observed the interactions between the childminder and children.
- The inspector sampled some of the required documentation, including evidence of first-aid training.

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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