

Childminder report

Inspection date: 11 December 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

The childminder provides a nurturing and caring environment for all children. Children build very positive relationships with the childminder. This helps to promote children's emotional well-being and security. Very young children consistently demonstrate that they feel safe and secure. For example, they all arrive smiling, excited and settle quickly to activities they enjoy. All children eagerly and confidently explore the environment, skilfully designed to promote their independence. The childminder understands the importance of supporting children's healthy habits. For example, she frequently reminds children to have a drink of water to help keep them hydrated. Children benefit from freshly prepared, nutritional meals.

The childminder knows all children very well and, overall, what they need to learn next. She is a positive role model and helps to plan enjoyable experiences to engage and enthuse children to learn. Consequently, all children show a positive attitude to their learning. They make good progress and behave well. For example, young children enjoy looking at books and eagerly build with construction blocks. Children benefit greatly from the carefully planned experiences in the childminder's garden. This helps to enhance children's curiosity and physical skills well. For example, children excitedly navigate the small outdoor space with ease and control as they enjoy riding ride-on toys. This helps to enhance their spatial awareness and challenge their physical abilities.

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

- The childminder works seamlessly with a co-childminder and assistants to help to promote a consistent approach for all children's care and learning. She frequently evaluates her service and always shares values, policies and practice. This helps to consistently provide good-quality, inclusive care and education for all children.
- The childminder understands the importance of continuous professional development to help keep her knowledge and skills up to date. For example, she seeks advice and support from early years professionals. The childminder attends frequent meetings with the co-childminder to share and evaluate her good practice.
- The childminder has effective arrangements in place to assess children's learning and development. She knows when to seek support and advice from external professionals to help promote a targeted and specific approach. This helps to support all children who need extra help, including those with special educational needs and/or disabilities.
- Engagement with parents and carers is effective. The childminder understands the importance of partnership working for a consistent approach. For example,

she confirms that she works with parents to help support children's toilet training. Parents are thrilled with the thoughtful gestures of the childminder, who knitted winter hats as a gift for all the children.

- The childminder promotes children's physical abilities well. For example, she encourages them to hop and jump on a hopscotch mat as they count beyond five. During mealtimes, the childminder provides young children with tongs to pick up vegetables. Children excitedly shout, 'broccoli' and correctly use tongs to help support their coordination and strengthen their small muscles.
- The childminder, generally, has clear aims for children's learning. For example, she plans experiences to help strengthen very young children's small muscles in preparation for early writing. Overall, her interactions contribute to the teaching of these aims to help deepen children's learning. However, this is not always consistent. For instance, during some activities, the childminder's intentions are unclear for what she wants children to learn.
- Overall, the childminder keenly joins children in their play. Her interactions with children are always kind, caring and very positive. However, there are times when the childminder watches over children as they excitedly engage in the activities that are provided. This means that occasionally the childminder does not consistently support children to focus on their learning.
- The childminder provides many opportunities within her home to help young children to explore people's similarities and differences, such as small-world people. However, the childminder has not yet considered ways to more frequently plan a rich set of experiences to help promote children's sense of self within their local community.

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:

- develop a clear understanding of the learning aims for some activities to help maximise learning outcomes for all children
- engage more frequently in children's play and learning to help enhance their focus on learning
- broaden children's experiences outdoors to help build stronger links with their local community.

Setting details

Unique reference number	EY333566
Local authority	Lambeth
Inspection number	10367841
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	5
Date of previous inspection	27 February 2019

Information about this early years setting

The childminder registered in 2006. She works with a co-childminder in Brixton, in the London Borough of Lambeth. The childminder operates Monday to Wednesday, from 8.15am to 5.15pm, for most of the year.

Information about this inspection

Inspector
Jane Morgan

Inspection activities

- The inspector and the childminder carried out a joint discussion with the co-childminder about what they intend children to learn.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector considered the views of parents through discussions.
- The inspector spoke to the co-childminder and the assistant during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.

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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