

Childminder report

Inspection date: 8 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a nurturing, warm and welcoming environment to help support children's emotional well-being and positive behaviour. Very young children demonstrate that they feel safe and secure. For example, they smile, crawl and shout in acknowledgement of a visitor's arrival. They excitedly show visitors the toys they enjoy, such as a pretend microphone and soft footballs.

Overall, the childminder knows what she intends children to learn and promotes very young children's individual learning needs, motivation and interests well. She adapts the environment to ensure it is safe for the youngest children to explore. This helps to promote children's safety, comfort, choice and independence consistently. Very young children practise their physical abilities. They confidently crawl and cruise the furniture, which helps to develop their large muscles. The childminder is encouraging and praises children as they take their first steps. This gives children the confidence they need to become competent walkers.

Children have a positive sense of self. The childminder finds out about their family backgrounds and what makes them unique. For example, she gathers information about the languages children speak at home so that she can comfort them in their home language. Very young children settle very quickly and build positive and secure relationships with the childminder.

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

- The childminder understands the importance of working in partnership with parents and other professionals. This helps to promote continuity in children's care, learning and safety. When children first start, the childminder finds out key information from parents, such as children's daily routines, to help children to settle quickly.
- Parents comment positively about the childminder. They describe the childminder as 'wonderful'. The childminder offers very flexible arrangements to meet different family situations. Parents confirm that they appreciate the good communication between the childminder and themselves.
- Children's safety and well-being are the childminder's priority. She undertakes a wide range of safeguarding training to help to ensure her local safeguarding knowledge is strong. The childminder understands the procedure to follow if she has a concern about a child's welfare, including contacting the local authority.
- The childminder understands the importance of continuous professional development to help to enhance her already good teaching skills. The childminder has focused her learning on recent changes to the early years foundation stage requirements to help to keep her knowledge and skills current.
- The childminder assesses children's learning and development over time to help

ensure her curriculum meets the needs of individual children. She understands the importance of a targeted approach to support positive outcomes for all children. The childminder has completed autism awareness training and advanced special educational needs training, to develop her knowledge and skills.

- The childminder's curriculum for babies reflects their age and stage of development and next steps in learning. The childminder offers babies some opportunities to learn through their senses. For instance, very young children show good levels of concentration as they press buttons on toys and anticipate the different sounds and flashing coloured lights. They show positive attitudes to their play and learning. However, there is scope to extend opportunities for babies to explore a wider range of materials and textures, to stimulate their senses and curiosity further.
- Babies babble, shout with excitement, and smile to communicate their needs and wants. They are confident communicators. The childminder quickly responds when very young children become tired. She soothes them in their home languages and English as she rocks babies to sleep. This enables very young children to hear and develop their own language and vocabulary well.
- The childminder understands the importance of promoting children's social skills to a good level. She takes children on daily outings, such as to local parks, and meets with other childminders and their minded children. This helps children to develop friendships and develop their confidence in social situations.

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:

- build further on opportunities for babies to play with a wide range of textures and materials, to support their sensory development and exploratory play further.

Setting details

Unique reference number	EY343456
Local authority	Lewisham
Inspection number	10316959
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	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	21 May 2018

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Lewisham. Her provision operates throughout the year, from 7.30am to 7.30pm, Monday to Friday. The childminder holds a degree in childcare and education.

Information about this inspection

Inspector

Jane Morgan

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 her evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents' views were considered by the inspector.

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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