

Childminder report

Inspection date: 24 May 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

Children are happy, safe and secure in the childminder's care. They happily say goodbye to their parents at the door and receive a warm welcome. Children enjoy cuddles and settle quickly into the childminder's home-from-home environment. The childminder promotes independence well and children know the routine. Children take off their shoes on arrival and self-register. The childminder encourages children to make choices and joins them in their play.

The childminder provides an ambitious curriculum with a wide range of activities to maintain children's interests. She builds on children's knowledge and ensures all children are making good progress. For example, the childminder recaps on previous learning age appropriately, as children excitedly watch the butterflies in their mesh house. They talk about the transformation from caterpillars and how they will fly when they are released. This extends children's understanding of nature and the world around them.

The childminder role models positive behaviour. Children respond well to the 'red light, green light' system and understand they need to stop when asked. Children help with tasks like tidying up, sharing resources and they behave well. The childminder gives gentle reminders when needed and promotes being kind. Children are extremely polite and use good manners consistently well.

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

- The childminder gathers detailed information from parents at the start. This helps her to plan her curriculum and build on children's previous knowledge and experiences. The childminder plans a wealth of activities and extends children's interests. She uses observations and ongoing assessments to help her bridge any gaps and identifies next steps. This ensures that all children are making good progress from their starting points.
- The childminder promotes children's communication and language well. She engages children in conversations and encourages them to add words to extend their sentences. Children show a keen interest in books and enjoy sharing stories. The childminder reads with enthusiasm and encourages children to talk about the pictures and join in with the familiar text. This supports their early literacy skills and love of reading.
- The childminder engages with children as they play and extends their mathematical knowledge. She supports younger children as they persevere with shape sorters and extends their concentration. Older children are supported as they name colours, sort animals, count and identify shapes. The childminder regularly asks meaningful questions. However, she does not always give children time to respond or challenge their thinking further.

- Partnerships with parents are strong. Parents talk highly of the childminder and the good progress their children are making. The childminder shares information on children's routines and learning. She provides parents with home learning packs and shares links for additional activities. However, the childminder is not consistent with sharing individual next steps or ideas for parents to continue these at home.
- The childminder teaches children about the importance of healthy lifestyles. She provides snacks and home-cooked nutritious meals, which encourage children to eat well. Children benefit from daily outside activities in the garden. They kick balls, use apparatus and complete obstacle courses to increase their balance and coordination. Children follow good hygiene routines and understand the importance of washing their hands regularly.
- Children benefit from regular trips to local groups and places in the community to increase their physical and social skills. The childminder promotes diversity and inclusion through activities, sharing stories and her resources. Children learn about different religious and cultural festivals and try new foods. This helps children to learn about others and develop their understanding of what makes them unique.
- The childminder is proactive in keeping her knowledge and skills up to date. She regularly increases her continued professional development and uses her new knowledge to make changes to her practice. For example, she has introduced a lending library to promote links between home and her setting. The childminder reflects on the service she provides and has addressed her previous recommendations. She evaluates her practice and seeks views from parents to help her make improvements.

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:

- challenge children's learning further by giving them time to think and respond when asking questions or giving explanations
- ensure all parents are aware of their children's next steps so they can continue learning at home.

Setting details

Unique reference number	EY361004
Local authority	Lewisham
Inspection number	10347012
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 2007. She lives in Forest Hill, in the London Borough of Lewisham. She offers care between 8am till 6pm, from Monday to Friday for most of the year. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Helen Craig

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 their evaluation of her provision.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and inspector carried out a learning walk together and discussed the childminder's early years curriculum.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children and discussed the impact this was having on children's learning.
- The childminder provided the inspector with 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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