

Childminder report

Inspection date: 13 January 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

Children thrive under the care of this dedicated and passionate childminder, who takes great pride in providing high-quality experiences. They have a strong, affectionate bond with the childminder, who is always attentive to their needs. Children happily greet her with hugs and cuddle up as they share stories. The childminder offers a well-rounded curriculum that keeps children engaged and eager to learn. They delight in the variety of activities available. For example, they laugh and smile while playing with cause-and-effect toys, such as cars and trucks. It is evident that the children's well-being is a top priority. As a positive role model, the childminder uses clear explanations to guide children in understanding right from wrong. As a result, children display good behaviour.

The childminder promotes good hygiene practices, explaining their benefits as children follow them diligently. For instance, children remember to wash their hands before mealtimes. The childminder also encourages them to take responsibility for their self-care from an early age. Additionally, she talks to children about staying safe by addressing potential hazards, such as reminding them to tidy up scattered toys to prevent tripping. This approach helps children to develop key skills in preparation for the next stage of their education.

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

- The childminder actively seeks to enhance her knowledge and skills to improve outcomes for children. She collaborates closely with her co-childminder, regularly assessing the effectiveness of the provision and seeking additional training to further benefit children's development.
- The childminder is dedicated to working closely with parents. She gathers essential information during the induction process to support a smooth transition and tailor a curriculum that meets each child's developmental needs. The childminder regularly monitors children's progress and addresses any gaps in their learning. Additionally, she shares strategies with parents on how they can support their children's learning at home. The childminder recognises the importance of building children's skills and knowledge in a sequential way to ensure that they make strong progress.
- The childminder ensures that she collaborates with other settings to support children's transitions. For example, to ease children's move to school, she shares important information that helps with the process. The childminder has also addressed areas for development highlighted in the previous inspection, which has been beneficial in preparing children for school. Notably, she places a strong emphasis on supporting children's early literacy development.
- The childminder prioritises developing children's communication and language skills. She introduces new vocabulary, tailoring key words to children's interests.

This is especially evident when she reads stories, sings songs and engages children in rhymes.

- Interactions between the childminder and children are positive and informative. The childminder enthusiastically joins in with the children's exploration, fostering their curiosity and making learning enjoyable. However, at times, she can be overly supportive, asking numerous questions in quick succession or offering too much commentary. This can disrupt children's engagement in their play, as their learning is interrupted, and they do not always have the opportunity to develop their thinking skills.
- Children are curious learners with an increasing interest in play dough and various tools. The childminder nurtures this curiosity by providing a variety of tools for manipulating the play dough. Through repeated exploration, children begin to grasp that different tools serve different purposes, such as the stamps and patterned rollers. This encourages their early understanding of texture, pattern and shapes.
- There are many opportunities to teach children about mutual respect and kindness. Children follow rules and demonstrate empathy and care for others. They begin to manage their emotions with the support of the childminder's sensitive approach. Furthermore, the childminder encourages children to develop an early understanding of diversity and creates opportunities that help to foster a positive sense of identity.
- Partnerships with parents are strong and effective. The childminder keeps parents well informed about their children's activities throughout the day. Parents speak highly of the care and education their children receive, particularly appreciating the daily outings that enhance their children's experiences.

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:

- review and enhance interactions with children to give them uninterrupted time to think for themselves, extend and apply their own ideas.

Setting details

Unique reference number	EY389131
Local authority	Southwark
Inspection number	10367712
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 February 2019

Information about this early years setting

The childminder registered in 2009 and lives in East Dulwich, in the London Borough of Southwark. She operates from 8am to 6pm, Monday to Thursday, for most of the year. The childminder holds a level 3 qualification and works with a co-childminder. She provides government funded childcare.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Feedback from parents was reviewed by the inspector, who took account of their views.

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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