

# Childminder report

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Inspection date: 31 October 2019

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder's home is warm and welcoming. She provides a nurturing learning environment that helps children to feel safe and secure. A good range of resources are available for the children to select independently. Children are happy, content and well settled. The childminder offers regular praise and highlights children's achievements. This helps children to feel self-assured and confident. The childminder knows children well and she has high expectations for what they can achieve. She builds on what children know and can do to help them to make good progress in their learning. She tracks children's progress to ensure that any gaps in their learning are closing quickly. The childminder considers children's interests and plans an exciting range of activities for them. For example, she plans activities using wheeled vehicles to support children's small-muscle skills to develop their early writing skills. However, on occasions, she does not allow children to be creative, particularly during art activities. Children behave well; they willingly follow instructions and benefit from lots of praise. The childminder exchanges information with parents about children's routines and progress, and suggests activities for home learning to support children's learning further. She also uses ideas and suggestions from parents about their children's learning in future planned activities. The childminder joins children as they play to support their learning, although she is not always using these opportunities to extend their learning.

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

- Partnerships with parents are good. Parents' views and opinions are gathered through questionnaires and regular conversations. They state that they are absolutely grateful for her support and flexibility.
- The childminder uses the parents' preferred method of communication to inform them about what activities their child has been involved in and what their child has eaten. She offers suggestions of how to extend their child's learning at home and complements their child's learning in the setting. For example, children regularly arrive with things they have done at home, which supports what she is doing at her setting.
- The childminder supports children's physical skills well. Children enjoy using various materials during a collage activity. However, they are not consistently given opportunities to express themselves independently.
- The childminder provides enjoyable activities for children to help them to learn through play. For example, when joining the children to help to build the train track, she encourages them well. However, she misses opportunities to question and extend children's learning while they play together.
- Children begin to understand early mathematical concepts and learn to count in sequence. Older children begin to do simple sums. For example, while playing archery, children confidently add the numbers together to find their total.

Younger children enjoy singing along to familiar number rhymes.

- The childminder takes children to playgrounds, where they have opportunities to climb and challenge their physical skills. She also takes children to places of interest in the local community, such as toddler groups, the library and local museums, to help them to develop their physical and social skills.
- The childminder supports children's language acquisition well. She introduces new vocabulary during play activities and when sharing books together. Children enjoy regular story time and rhyme time with the childminder and at the library. The childminder uses these opportunities to enhance children's love of books as they share a wide range of stories.
- Children are supported by the childminder to enjoy the healthy food options available. Children enthusiastically ask about the ingredients of the sauce she has made them. The childminder joins the children at mealtimes, making it a social occasion.
- The childminder is ambitious in providing high-quality care and education. She has a clear programme for improving her own skills and knowledge. She accesses online training and regularly reads articles to enhance her knowledge.
- The childminder is a good role model and has clear expectations of children's behaviour. Children have positive attitudes to learning, concentrating and showing enjoyment as they play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good, secure knowledge of how to protect children from harm and the procedures to follow if she has any concerns regarding a child's welfare. She is clear on her role and responsibilities with regards to keeping children safe. She supports the children to manage their safety well. The childminder knows the procedure to follow should an allegation or complaint be made against her. She keeps her knowledge up to date. She reviews her policies and procedures regularly. The childminder thoroughly risk assesses her home and teaches children how to keep themselves safe.

## What does the setting need to do to improve?

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

- enhance the quality of interactions with children so their learning is consistently extended as they play
- extend opportunities for children to be able to express themselves fully, particularly during creative activities.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY391767                                                                          |
| <b>Local authority</b>             | Southwark                                                                         |
| <b>Inspection number</b>           | 10065952                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 2 to 8                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 8                                                                                 |
| <b>Date of previous inspection</b> | 2 March 2016                                                                      |

## Information about this early years setting

The childminder registered in 2009 and lives in Herne Hill, in the London Borough of Southwark. She operates all year round from 7.30am to 6pm, Monday to Friday.

## Information about this inspection

### Inspector

Tracey Murphy

### Inspection activities

- A meeting was held between the inspector and childminder.
- The inspector and childminder discussed children's learning and progress.
- The childminder and inspector completed a learning walk of the setting to understand how the childminder organises the curriculum.
- The inspector looked at a sample of documents, including feedback from parents, safeguarding procedures and evidence of suitability.
- The inspector observed the childminder's teaching during activities with the children.

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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