

Childminder report

Inspection date: 17 September 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 organises her home to provide plenty of room for children to play safely. Children choose to play inside or outside as they move freely through double doors opening onto the garden.

The childminder currently cares for children under three years old. She knows children well and provides a variety of learning opportunities based around their interests. Children are observant and curious. They notice that the childminder has a new water jug and ask her what happened to the old one. Children show pride in their achievements. They proudly show the childminder their artwork and ask her to save it so they can take it home later. Babies quickly learn to socialise. They play happily side by side and enjoy passing toys to each other and the childminder. Children show high levels of independence. For example, they wipe their own noses. The childminder provides boxes of tissues and low-level mirrors to support them.

Children display a growing sense of responsibility. They happily sing a tidy-up song as they help to put away their toys. The childminder offers a range of healthy meals. Children look forward to their lunch. They smell it cooking and discuss what it might be. Children rush to wash their hands. They enjoy their meal and ask for second helpings.

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

- The childminder establishes a routine that helps children to settle quickly when they start at her setting. She takes time to get to know them. She responds warmly when they develop the confidence to initiate a game of peekaboo with her. The childminder takes care to exchange information with parents. This helps the settling-in process run smoothly so that children quickly form strong bonds with her.
- The childminder has clear intentions for what she wants children to learn and plans a curriculum designed to equip all children for the next stages in their education. The childminder has a good understanding of child development, which enables her to quickly identify when a child might require extra support. Children make good progress in all areas of learning.
- The childminder provides a range of opportunities for children to practise their physical skills. The childminder and her assistants are skilled at enabling children to attempt new skills while ensuring their safety. Babies climb onto the mini trampoline; they know how to hold onto the rail as they attempt to bounce. Adults remain nearby and watch closely in case they need help. Older children display increasing agility and confidence as they use the large climbing frame.
- The childminder places a strong emphasis on developing children's language

skills. The childminder talks constantly with the children. She narrates children's actions and remodels their language. The childminder introduces new vocabulary as children play. For example, she uses positional language as babies put small world dolls into a bowl and then tip them out again. She repeats, 'Put them in and pour them out.' Children enjoy singing familiar songs and rhymes and join in enthusiastically with the actions. This supports their rapidly developing communication skills.

- The childminder sets high expectations for children's behaviour. Good manners are encouraged throughout the day. The childminder supports children to take turns. She aims to foster a caring, nurturing environment. When children struggle to share a car in the garden, she quickly steps in to support their negotiations. Older children begin to show care and concern for others. They quickly alert the childminder when younger children need support at lunchtime.
- Parents say they are well informed about the curriculum and their child's learning. They appreciate the childminder's enthusiasm and commitment to their children's development. The childminder invites parents to social events, which helps to build a community around her setting where children feel secure and valued.
- The childminder and her assistants have worked together for many years. They work well as a team. The childminder meets with her assistants regularly and holds an annual appraisal. She arranges for her assistants to attend all required training, but she does not provide further opportunities for them to extend their professional development.

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:

- provide opportunities to enhance the professional development of assistants.

Setting details

Unique reference number	EY402878
Local authority	Lewisham
Inspection number	10351729
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 8
Total number of places	18
Number of children on roll	13
Date of previous inspection	10 October 2018

Information about this early years setting

The childminder registered in 2009, and she lives in the London Borough of Lewisham. She operates Monday to Friday, from 8am to 6.30pm. The childminder works with a co-childminder and assistants. She offers government funded childcare places. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Anita Rickaby

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.

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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