

Childminder report

Inspection date: 2 March 2020

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 and settled. They enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. The childminder finds out about children's routines, interests and abilities from discussions with parents. She uses this information effectively to plan for children's individual learning and has high expectations for every child. Children make good progress in their learning and development. Children enjoy singing songs. The childminder continually talks to the children, describing what they are doing and introducing new words to help increase their vocabulary. This supports children's communication and language skills well, particularly for those who speak English as an additional language. The childminder provides children with a good range of activities that meet their interests. She provides encouragement and support when children try hard to cut up fruit, for example. Children demonstrate a positive attitude to learning; they persevere until they succeed, and show pride in their achievements. Children are motivated and remain focused on activities. For example, toddlers used instruments to make music, shaking the tambourine and banging a drum; babies joined in by banging the shaker on a tabletop.

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

- The childminder encourages children to take turns; she has a calm approach and clearly explains to children how to share. Children understand that their actions affect others.
- Partnerships with parents are effective. The childminder shares photographs and observations of children's activities on a regular basis. Parents say the childminder brings out the very best in their children. They say that their children have become 'part of the childminder's family'.
- The childminder supports children's understanding of mathematical concepts. She provides regular opportunities for children to learn about number and shape through play. This is demonstrated by children counting to ten and discussing the shapes of different fruits.
- The childminder evaluates the quality of her practice effectively. She has attended training on language and communication, and knows how to support children with special educational needs and/or disabilities. The childminder takes part in online training to keep abreast of current legislation in childcare. Training has had a positive impact on children's learning and development.
- The childminder supports children to develop their literacy skills. She shares books with the children and they discuss what they see. The childminder skilfully links stories to children's experiences, such as talking about travelling on an aeroplane. Babies learn how to turn the pages of a book.
- Children make good progress from their starting points. They gain the key skills that prepare them for future success, and to eventually move on to school.

- The childminder focuses on building children's communication and language skills. She uses age-appropriate language to describe what they are doing, and repeats the sounds that babies make. However, at times she does not give children long enough to think about and respond to the questions she asks.
- Children have daily opportunities to develop their physical and social skills when visiting the farm, parks or children's centre. The childminder encouraged children to 'jump like jumping beans' and 'slither along the floor like a snake', for example.
- Hygiene procedures are effective. Children learn about the importance of handwashing before eating, and cleaning the table before food activities. Children enjoy healthy meals and snacks. However, the childminder does not teach children about the benefits of food for health.
- The childminder uses her ongoing observations to understand children's interests and achievements. She incorporates children's next steps into her planning, and organises her environment effectively to meet the needs of differing ages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge fully up to date by regularly attending training. She knows the signs to look out for which may indicate that a child is at risk of harm, including neglect and extremism. The childminder understands the need to report any such concerns and has clear procedures to do so. Children learn how to keep safe within the environment, for instance by tidying toys away and by sitting down when eating. Safety gates are in place to prevent children from accessing the stairs, and the premises are secure.

What does the setting need to do to improve?

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

- allow more time for children to think and respond to questions
- make the most of mealtimes to teach children about the foods that are beneficial to their good health.

Setting details

Unique reference number	EY404926
Local authority	Lambeth
Inspection number	10064095
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	3
Date of previous inspection	16 February 2016

Information about this early years setting

The childminder registered in 2010. She lives in the London borough of Lambeth. The childminder offers care all day from Monday to Friday. She receives funding for the provision of free early years education for children aged two, three and four years. The childminder is qualified to level 3 in childcare and education.

Information about this inspection

Inspector

Janet Tough

Inspection activities

- The childminder and inspector completed a learning walk to understand how the curriculum is organised and implemented.
- The inspector observed the quality of teaching during activities indoors and during outdoor play and assessed the impact this has on children's learning.
- The childminder and inspector observed an activity and discussed the quality of teaching.
- The inspector spoke with the childminder and children throughout the inspection at appropriate times.
- The inspector viewed a sample of policies and procedures, including records required for the safe and effective management of the provision.
- The inspector read feedback from parents to discover their views of the provision.

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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