

Childminder report

Inspection date: 7 October 2019

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 develops caring relationships with the children in a secure, supportive environment. Children are happy, comfortable and confident in her care. They spontaneously come over and give her a hug or sit on her lap while they are playing. When she suggests an activity children enjoy, they jump up and down with excitement. The childminder forms good relationships with parents. They are very positive about the care their children receive. One typical comment was 'I just wish my child could stay with her all day and not go to school'. The childminder skilfully supports children in learning new skills by making sure tasks are manageable. Children have very positive attitudes towards learning and are willing to have a go. They are very excited when they recognise previous learning. For example, young children are encouraged to read numbers as they go downstairs, and one exclaimed, 'Four, my favourite number!', as they recognised it. The childminder has high expectations for behaviour. She uses lots of praise as she reminds children of the rules about how to care for the resources, and about their handwashing and toilet training. Children respond by showing good behaviour and manners.

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

- The childminder has a good understanding of how to plan a curriculum that meets the needs of children in her care. She gets to know children's interests, identifies what they need to learn next and plans activities that she knows they will enjoy. For example, the childminder explained her plan for children to divide and share a colourful bowl of dyed rice and name the colours. A range of small bowls, scoops and spoons were provided to help develop their coordination skills. She explained that this activity built on some children's fascination with sharing things out while supporting others in learning to name their colours.
- Children have many opportunities to develop their mathematical skills. The childminder has numbers displayed around her home that she encourages children to recognise. She introduces them to mathematical language as they play. For example, as they spooned rice into a smaller bowl she pointed out when it was 'half full' and then 'full'. However, in the development of children's language and communication skills, opportunities are missed to use singing and rhymes and to talk about stories.
- The childminder speaks with parents to find out children's interests at home and uses these to engage them. For example, a train track was set out for children who are fascinated with trains. As the childminder played with children who are learning to speak English as an additional language, she introduced the names of objects in English to develop their vocabulary.
- The childminder provides a wide range of resources and gives children many opportunities to choose what they will use next. She is clear and consistent in her expectation that children should tidy up and put away what they have been

playing with before getting something else. Children respond positively to this.

- Children develop their resilience with the careful support of the childminder. For example, when children were struggling to thread large beads onto a shoestring, she gave them some beads that were easier to thread. Once they had mastered this, they were encouraged to choose a larger bead. They smiled and said, 'Yes!', when they successfully threaded the large bead.
- The childminder sensitively supports children to develop their personal hygiene routines. She constantly reminds them about washing their hands and to tell her if they need the toilet. She gives them opportunities to develop independence by feeding themselves healthy food at lunch and snack times.
- The childminder evaluates her practice and how it could be improved. She and her assistant ensure that they attend training to develop their skills.
- Children have opportunities to visit local children's centres, libraries, parks and museums. The childminder has clear procedures for assessing risks before each visit.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand the procedures to follow if they have concerns about the safety of a child. They regularly attend safeguarding update training and have a good understanding of the signs to look out for that indicate a child may be at risk of harm. The childminder has also attended training to help her identify children who are at risk of radicalisation and other forms of abuse. This helps the childminder and her assistant to know how to keep children safe in their care.

What does the setting need to do to improve?

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

- provide more opportunities for children to sing songs and rhymes and to respond to familiar stories to develop their language and communication skills.

Setting details

Unique reference number	EY407729
Local authority	Southwark
Inspection number	10060585
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	12
Number of children on roll	5
Date of previous inspection	15 October 2015

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Southwark. She minds children all year round, normally Monday to Friday from 5.30am until 7pm. She also offers overnight care during the week and from 7am until 5pm on Saturdays and Sundays. The childminder has a childcare qualification at level 3. She works with her husband as her childminding assistant. The childminder uses both English and French as she minds.

Information about this inspection

Inspector
Matthew West

Inspection activities

- The childminder and the inspector completed a learning walk together and spoke about the activities that the childminder had planned for children.
- The inspector looked at a range of paperwork, including documents to check evidence of the childminder's suitability.
- The inspector observed the childminder as she interacted with children, and she spoke to children to find out their views.
- The inspector spoke to parents on the phone and considered 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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