

Childminder report

Inspection date: 25 March 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 show a strong sense of belonging, which contributes to their confidence and overall happiness. They develop close bonds with the childminder, who treats them as an extended part of her family. This nurturing environment allows children to engage in a variety of activities linked to different themes. Recently, they explored the season of spring by planting bulbs and growing cress. These hands-on learning experiences make learning fun and memorable, and children eagerly point out their growing plants with excitement.

Children are encouraged to explore freely and use different toys to develop key skills. For example, they use magnetic fishing rods to catch toy fish, which supports their hand-eye coordination. The childminder enhances their learning by introducing new vocabulary, such as 'shark' and 'jellyfish', which helps to build their language skills.

The childminder acts as a positive role model, actively participating in children's play. She joins them on the floor and engages enthusiastically, making activities enjoyable. Young children laugh with delight as she plays peekaboo, fostering strong social connections. Children behave well and respond positively to guidance. They learn about sharing and taking turns, and with encouragement, they express pride in this, joyfully announcing, 'We are playing together.' This reflects their developing social and emotional skills in a supportive and caring setting.

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

- The childminder develops strong relationships with children and their families, often caring for younger siblings of children she has previously looked after. Her deep understanding of each child's background, combined with a monthly development tracker, enables her to set tailored next steps that support each child with their stage of development. She is also quick to work with parents and outside agencies if she feels that a child needs some extra support. This thoughtful approach helps children build on their existing skills, promoting steady and meaningful progress in their learning.
- The childminder actively incorporates children's home languages, such as Portuguese and Mongolian, into daily interactions and learning. She creates her own books to support language development and encourages children to use their home languages alongside English. For example, when a young child said 'agua' to request water, the childminder responded, 'yes, go and get your water', reinforcing both understanding and independence. Overall, children's communication and language skills are well supported. However, at times, the childminder asks too many questions, which can make it difficult for children to respond if they do not yet know the words or answers.

- Parents appreciate the childminder's effective communication, flexibility and support in enhancing their children's learning both at home and in the setting. They value her prompt updates, well-structured routines, and nurturing approach. Parents also note that their children enjoy their time at the setting. They report that children feel happy, safe and secure, and develop strong, respectful relationships with the childminder.
- The childminder has a good understanding of the early years foundation stage curriculum and her safeguarding responsibilities. She actively engages in professional development by attending training courses and applying new learning to enhance her practice. She ensures her home is a safe environment for children and teaches them important safety skills, such as holding on to a rail when using steps or sitting down to come down steps safely.
- Children generally demonstrate independence by washing their hands before snacks and getting their own drinks. However, at times, the childminder is too quick to step in rather than allowing them to attempt tasks themselves. For example, she sometimes wipes their noses and picks up toys for them, instead of encouraging them to do it independently.
- The childminder incorporates early language and number into play by encouraging children to sing number songs and rhymes, explore puzzles and engage in real-life activities. For example, during shopping games, children are encouraged to name and count different vegetables, helping them develop vocabulary and mathematical skills in a meaningful way.
- The childminder runs a toddler group three times a week, giving children valuable opportunities to develop their social skills and interact with others. She also supports their understanding of the world by providing frequent outings to museums and parks, both locally and further afield, enriching their learning 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:

- consider further ways to support children's communication and language more effectively while they play
- further promote children's independence by encouraging them to do more things for themselves.

Setting details

Unique reference number	EY410185
Local authority	Lewisham
Inspection number	10375823
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	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 May 2019

Information about this early years setting

The childminder registered in 2010. She lives in Sydenham, in the London Borough of Lewisham. She provides care from Monday to Friday, all year round.

Information about this inspection

Inspector

Louisa Parker

Inspection activities

- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector spoke with children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector read parents' feedback during the inspection and took account of their views.
- The inspector looked at relevant documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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