

Childminder report

Inspection date: 5 November 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 provides a warm and homely environment for all children. She spends time building nurturing and trusting relationships with children, which helps them to feel safe, secure and settle quickly into their new environment. Children confidently access the resources they want to play with. For example, they become absorbed in drawing lines and circles with chalk on the chalkboard. This supports children's creativity and early writing skills.

The childminder plans a curriculum that supports children to gain the skills they need for the future. For example, she helps children to put on their own shoes and become independent. Children behave well. The childminder gives children plenty of praise and models how to be kind and respectful to others. She supports younger children to share and take turns. This helps children to form positive relationships and develop their social skills.

The childminder provides a wide range of outings in the local community. For example, children visit local libraries for story and rhyme time, and parks and groups as well as walks in the local community. This helps to develop children's language and physical skills and enhance their experiences. The childminder reminds children about safety as they learn to manage their own risks.

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

- The experienced childminder is dedicated to providing good-quality care and learning for children. She shows genuine commitment to her work. The childminder completes regular training, such as paediatric first aid, child protection as well as attending webinars to develop her knowledge and skills.
- The childminder plans a wide and varied curriculum. She has a good understanding of each child as an individual. She uses assessments and information from parents to plan activities and experiences that she knows children will enjoy. However, on occasion, some targets are not suitable for children's ages and stages of development. This means that activities do not always support children's learning and development precisely.
- The childminder supports children's language skills well, overall. For example, she provides a running commentary as children play, introducing new words to enhance their vocabulary. However, the childminder does not consistently use the correct pronunciation of words to support children as they develop their speech.
- The childminder ensures that children have daily fresh air and exercise. Children enjoy regular trips to local parks; they run around and use the playground equipment. This supports their physical skills to develop effectively.
- The childminder promotes children's understanding of early mathematical

concepts in play. She skilfully encourages children to count and compare sizes and shapes as they thread beads and build with wooden bricks. This supports their early mathematics.

- The childminder strongly supports children's love of books. She ensures that children have regular access to a wide range of traditional and popular children's books as they play. This supports children's early literacy development.
- The childminder supports children effectively to develop their independence. She has a strong vision for the skills and knowledge that children will need in readiness for their transition to nursery or school. The childminder patiently supports children to do things for themselves. They respond positively to her encouragement and persevere to complete tasks for themselves.
- Parents' feedback is extremely positive. They value the learning and care their children receive and comment positively about how their children settle and develop at the childminder's home. Parents value the verbal feedback that they receive from the childminder and the suggestions on how they can work together to support children's learning and 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:

- strengthen the use of assessments to specifically plan for what children already know and need to learn next
- promote further children's communication skills by consistently modelling correct pronunciation of words during conversations.

Setting details

Unique reference number	EY418756
Local authority	Lewisham
Inspection number	10355458
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	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	29 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in the London borough of Lewisham. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She holds a relevant childcare qualification. She offers the government funded places for children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written feedback of the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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