

Childminder report

Inspection date: 13 January 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

The childminder creates a stimulating, welcoming and supportive environment, where children can explore and develop. She provides a well-structured and child-led curriculum that supports children's developmental needs. Children confidently explore the easily accessible toys and activities, allowing them to make choices in their play. When faced with challenges, they are confident to seek help from the childminder. They also enjoy looking at books and selecting stories to share. This helps to foster children's love of reading.

The childminder is a positive role model. She offers gentle reminders to children about the expectations for their behaviour, such as taking turns with toys and resources and learning to share. Older children collaborate effectively, demonstrating perseverance as they work together and share paint and animal stamps. The childminder taps into children's interest in animals to keep them engaged, fostering positive attitudes. Older children show kindness and care towards younger ones. For example, they assist them to turn pages during reading. All children display excellent behaviour.

The childminder plans daily opportunities for children to develop their physical skills. For example, younger children practise balancing and standing by holding onto various resources. They strengthen their leg muscles as they push themselves on ride-on toys.

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

- The childminder knows children well and understands their abilities. She sets targets to help children to build on their existing skills and knowledge in a sequential manner. By regularly reviewing and monitoring children's progress, she identifies any gaps in their learning. This helps to ensure that children achieve positive outcomes and make good progress.
- The childminder actively engages with the children and joins in their play. For example, in the home corner, children use their imaginations to pretend they are making hot tea for the childminder. She excitedly pretends to take a sip and says, 'It is very hot', which children repeat. This helps to support children's language and communication development.
- The childminder's induction process helps children to become familiar with her and her home. She encourages parents to share information about their children's needs, routines and interests. The childminder uses this information, along with her own observations, to plan learning experiences that support a smooth transition to the setting.
- The childminder offers children opportunities to explore various local community places. For instance, she plans visits to local parks to enable children to exercise

and develop their physical skills through climbing equipment. Additionally, she encourages children to play with other children during local group sessions to help to build their self-confidence and social skills effectively.

- Generally, the childminder encourages children to complete some tasks independently, such as taking off their outdoor shoes and putting on their indoor shoes. However, she does not consistently support children's independence. At times, the childminder steps in to complete simple tasks, such as putting on aprons or pouring paint during creative activities, which children can manage on their own.
- The childminder supports children's language development effectively by speaking clearly and repeating words to enhance their speaking skills. While children play, she narrates on their actions and asks questions to encourage their thinking.
- The childminder is dedicated to improving her professional development and practice by attending training courses to enhance her skills. She collaborates closely with her co-childminder to evaluate the effectiveness of the provision and make improvements to benefit children's outcomes. The childminder also accesses support from external professionals to drive forward improvements.
- The childminder promotes children's social skills, such as sitting together at mealtimes. Children discuss their food preferences, try new foods and receive praise for their efforts, expanding their diet. The childminder also encourages counting and discusses healthy eating, supporting children's understanding of healthy lifestyles.
- Parents speak highly of the care the childminder provides, noting that their children make progress and grow in confidence. The childminder maintains open communication with parents, keeping them informed about their children's progress.
- The childminder encourages children to sing number rhymes, explore and complete puzzles. She uses language related to size to describe animals, such as 'shorter' or 'taller'. This helps children to build their knowledge of numbers, shapes and measurements.

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 further opportunities for children to complete tasks for themselves to help promote their independence.

Setting details

Unique reference number	EY423689
Local authority	Southwark
Inspection number	10367713
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 February 2019

Information about this early years setting

The childminder registered in 2011 and lives in East Dulwich, in the London Borough of Southwark. She operates from 8am to 6pm, Monday to Thursday, for most of the year. The childminder holds an appropriate qualification at level 3. She lives and works alongside a co-childminder. The childminder provides government funded childcare.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Feedback from parents was reviewed by the inspector, who took account of 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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