

Childminder report

Inspection date: 24 September 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

Children play in a safe, welcoming and well-maintained environment. The childminder is kind and caring. She adapts her approach to suit children's stages of development and individual needs. This helps children to become confident, motivated learners. Children have plenty of space to play, both indoors and outside. The main indoor play space is well organised with resources within children's reach. Children make their own choices about the books they read or the toys they play with. The childminder uses her observations of children to help build on their existing skills. She has high expectations for each child. Children form secure relationships with the childminder. She provides a range of stimulating experiences for children. However, the childminder does not always take the time to reflect on her practice and evaluate the quality of her teaching to continue to raise standards. Babies show delight as they make a range of sounds with musical instruments. The childminder gently encourages children to try the instruments that are harder to hold and play. She promotes children's well-being effectively. The childminder knows what is expected of children when they start school. She supports their independence well. Children learn to dress, eat and manage their personal care themselves. Children's behaviour is good. The childminder helps them to understand their own feelings and how others are feeling.

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

- The childminder uses the settling-in process to gain a good understanding of children's routines. She finds out what children know and can do, and plans challenging experiences to move children forward in their learning.
- As children develop, the childminder makes regular assessments. She uses her resulting knowledge to plan activities that extend their learning. Children are eager to learn, and the childminder encourages them to have a go at new activities.
- Resources are accessible to children in the indoor and outdoor play spaces. Outside, there are bikes and a climbing frame where children can extend their mobility and physical skills. Indoors, there is a wide selection of good-quality resources.
- The childminder has a good knowledge of the curriculum. She knows how children learn and develop. Children are motivated and supported to make good progress across all areas of learning. This prepares them well for their next stage, including starting school.
- Books are used to support children's learning and personal development. Children learn about the world around them. They practise nursery rhymes, hear stories and talk about pictures. The childminder uses books to support transition between home and her setting. For example, she ensures she has some of the same books children read at home to support the settling-in process.

- Children engage with a wide range of natural objects, musical instruments and resources made of different materials, such as wood and metal. This encourages them to explore using all their senses.
- Parents receive regular updates about their children's progress. The childminder makes time to update parents at the end of every day. She has good relationships with local agencies who offer additional support to children and families. This includes local schools and nurseries that children attend.
- The childminder has a menu of healthy, nutritious meals and also accepts food prepared by parents. She helps children understand the importance of eating healthy food and getting plenty of exercise. This supports them to make positive choices about their own well-being.
- The childminder has high expectations of children's behaviour. She speaks kindly to children and encourages them to share and be kind to one another. Resources are well cared for. Children are expected to contribute to tidying up when they have finished.
- The childminder organises the space where children play to reflect the requirements of the curriculum. She chooses resources well to support children across all areas of learning. Although the childminder has a good knowledge of the curriculum, she does not evaluate the impact of the quality of teaching rigorously enough to further raise standards and help children achieve at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the procedure to follow should she have any concerns about the welfare of a child. She has a good knowledge of wider safeguarding issues. The childminder has established positive relationships with parents, the schools children attend and other local agencies. This means any issues can be addressed swiftly. The childminder ensures her training on child protection is up to date. Her home is safe and clean, and she carries out regular checks to maintain a high-quality environment. Children are well supervised throughout the day.

What does the setting need to do to improve?

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

- explore and identify opportunities for a targeted programme of continuous professional development to increase knowledge and raise the overall quality of practice.

Setting details

Unique reference number	EY426892
Local authority	Lambeth
Inspection number	10064100
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 to 0
Total number of places	4
Number of children on roll	1
Date of previous inspection	5 April 2016

Information about this early years setting

The childminder registered in 2011 and lives in Herne Hill, in the London Borough of Lambeth. She operates Monday to Thursday from 8am to 6pm, all year round.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The inspector completed a learning walk and evaluated an activity with the childminder to understand how the early years provision is organised.
- The inspector looked at a sample of documents and records required for the safe and effective management of the provision.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder about her professional development, activity planning and other matters.
- The inspector spoke to children during the inspection.

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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