

Childminder report

Inspection date: 12 May 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 settle happily in this stimulating, highly-resourced environment. The childminder knows and values each child highly and ensures that activities are linked to their interests. Children engage eagerly in activities and concentrate well. The childminder has high expectations of children and uses positive ways to manage behaviour. Children say 'please' and 'thank you' and behave well.

Generally, the curriculum is varied and stimulating and all children make good progress. The childminder teaches children good mathematical skills. Children develop good sorting skills as they put fruit and vegetables into separate groups. The childminder teaches children words to compare size, such as big and little, as children play with toy elephants. Children take great delight in counting the number of bubbles they pop as they float in the air from a wand. The childminder sings number songs and rhymes to secure children's counting skills. She supports children creative development well. Children enjoy experiencing the effect of using different tools and materials, such as chalk boards, colouring pencils and paper, and handprinting with paint. The childminder helps children to gain good physical skills. Children confidently climb up ladders and go down slides. They carefully steer and balance on wheeled toys and practise throwing balls. Children develop a wide range of good skills from an interesting variety of activities.

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

- Children learn to do things for themselves. Older children put on their coats and shoes, and the childminder supports younger ones to gain these skills. Children fetch their own water bottles and happily help to tidy up after play sessions. They have excellent turn-taking skills gained through their enjoyment of playing a variety of board games.
- The childminder works well with parents. She provides regular updates to parents to keep them informed of children's activities and progress. The childminder liaises with parents to support children's development at home, such as diet and potty training. This helps to promote best outcomes for children.
- The childminder is aware of the importance of maintaining good skills and knowledge. She attends regular update training on first aid and safeguarding to provide best care for children. The childminder considers all aspects of her work and sets goals for improvement.
- The childminder has good partnerships with others. They discuss children's progress and use this information when planning activities to meet children's needs. The childminder observes and provides feedback and support to others to promote best outcomes for children.
- The childminder prioritises children's safety. She checks her garden each day to ensure that it is safe for children's use. The childminder checks indoors, toys and

resources to reduce risk of hazards. She maintains good levels of hygiene to reduce the risk of cross-infection. The childminder teaches children how to be safe. For example, she teaches children how to use the garden steps with care and caution. The childminder teaches children about road safety, and children act with care.

- The childminder understands how to seek suitable support for children with special educational needs. She knows how to work effectively with a range of people involved in the life of a child to support their learning. The childminder assesses children regularly and acts readily to close any gaps in their learning.
- The childminder promotes healthy lifestyles. She provides nutritious meals and snacks for children that meet special dietary needs. The childminder ensures that children have fresh drinking water accessible to them at all times.
- Generally, the childminder supports children's language and literacy skills effectively. She reads stories and sings songs with children to teach them new words. However, at times, the childminder does not use questions in ways to fully promote children's problem-solving and language skills. For example, the childminder often asks children to name the colour of objects or to state numbers.
- The childminder has begun to promote children's awareness of oral hygiene by occasionally showing them how to brush their teeth. However, this area has not been fully promoted to support children's awareness of oral hygiene.

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:

- extend knowledge on how to enhance children's language and thinking skills, particularly around effective questioning
- strengthen the curriculum to promote children's awareness of oral hygiene more fully.

Setting details

Unique reference number	EY427012
Local authority	Lambeth
Inspection number	10376102
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 May 2019

Information about this early years setting

The childminder registered in 2011. She lives in Upper Norwood in the London Borough of Lambeth. The childminder provides care for children from Monday to Friday, from 8am to 6pm, all year round, and is closed on public bank holidays. The childminder accepts government funding for childcare places. She works with an assistant.

Information about this inspection

Inspector
Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision and her curriculum while the inspector viewed the premises.
- The childminder carried out a planned activity and evaluated this with the inspector.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents 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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