

Childminder report

Inspection date: 25 April 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 children with opportunities for outdoor play as a key part of the curriculum. He makes good use of local amenities to ensure that children access a broad range of activities in different environments. The childminder makes sure that children enjoy a wide variety of activities across the week. For example, on some days, children attend local playgroups, which the childminder uses to support them to develop their social skills in large groups. On other days, children visit the woods and parks where they develop their imaginations, build dens and explore nature. The childminder ensures that children's journeys to and from activities help them to learn about road safety, recognise risks in the environment and develop their independence skills.

The childminder considers how to support children's growing independence. He encourages them to fetch their coats and hats when it is time to go out. Children learn to wash their hands before eating and use cutlery appropriately. The childminder pauses before offering support to let children try to do things for themselves. This helps children to grow in confidence. Children take pride in their achievements and the praise they receive from the childminder. The childminder speaks gently to children and models the positive interactions he expects of them. This helps children to become confident explorers, enthusiastic learners and ready for the next stage in their learning, including starting nursery.

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

- The childminder takes children to a local park most days. He encourages children to observe changes in the environment. Recently, children have been watching the changes in a particular tree through the seasons. The childminder helps children to learn about life cycles and new vocabulary associated with nature. In their discussions and artwork about the tree, children use their recall skills to describe the changes they see.
- Children come together to take part in group activities with paint and craft resources at the large table in the kitchen. The childminder introduces activities during the day with the younger children. At times, however, the childminder does not consider how to differentiate the activity to support the needs of children at different developmental stages. This means that not all children are always fully engaged with the activity.
- Children who come after school add to collective artwork and play with the younger children. The childminder highly values the interactions between the different age groups of children before and after school. He enjoys the variety it brings to the daily routine and the confidence boost that older children get from interacting with younger children. When they help younger children, older children develop empathy and consolidate their learning as they share their

skills.

- During the day, the childminder offers planned activities and opportunities for free play, where children can choose what they want to do. The childminder's intention for free play is to support children's autonomy and independence. However, the activities he makes available during children's free play do not always hold their interest. This means that children do not get the most from the opportunities for self-directed learning.
- The childminder builds a strong relationship with children and offers them affectionate care and attention throughout the day. He speaks to children clearly and gives them time to respond. Children communicate confidently verbally and non-verbally. The childminder knows children well. This helps him to plan for children's learning and helps them to understand positive and respectful behaviour.
- The childminder develops good partnerships with parents. Before children start, he invites families to visit his home to find out about the setting. He explains to parents about his focus on opportunities for outdoor learning and that children may get muddy on their adventures together. The childminder provides daily feedback verbally and sends pictures to parents to share children's joy and learning. Parents highly recommend the childminder to others.
- The childminder takes children to playgroups where representatives of other agencies offering support for childminders and children visit. He has developed good relationships with these representatives. This helps him to access any additional support he needs. It also helps the childminder to confidently make a referral or get advice if he has any concerns about a child's development or welfare.

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:

- plan group activities more precisely to follow children's individual interests and stages of development
- support children to make the most of all learning opportunities during independent play.

Setting details

Unique reference number	EY430414
Local authority	Lewisham
Inspection number	10336402
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 August 2019

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Lewisham. He operates during term time, from 8am to 6pm, Monday to Thursday. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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