

Childminder report

Inspection date: 3 February 2020

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 have a strong bond with the childminder. She warmly welcomes them into her home, where they get ready for a day of adventure and play. Children learn to be independent. They hang up their coats and take off their shoes when they arrive. The childminder gently encourages children to manage their own self-care, such as washing their hands and using the toilet. Children follow a familiar routine, which helps them to settle well. The childminder and her assistants take children to a range of local activities every morning. Children enjoy experiences such as searching for insects and pond dipping at a local wildlife centre every week. They regularly visit local playgroups, parks and playgrounds. Children meet other people in the community and take part in a range of activities. Children play in a clean, safe environment. The childminder's home is bright and well organised. When they go out, children learn about road safety, staying with the group and safe behaviour. Children follow instructions well. For example, they help tidy up and sit at the table when asked. Children are confident in unfamiliar situations. They demonstrate their good manners when they meet new people.

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

- The childminder knows the children in her care well. She thoughtfully arranges a wide selection of high-quality resources to appeal to children's interests. Children show determination and concentration. They persevere until they have completed the challenging tasks set by the childminder.
- The childminder uses the settling-in period to gain information from parents about their child's care and learning needs. She uses this information to plan appropriate and interesting activities for children from the outset. This supports children's good progress in their learning.
- Children confidently explore the environment. They learn how to share with their peers and help each other. The childminder and her assistants speak to children gently and set clear boundaries. Children behave well, are calm and make friends.
- The childminder is a skilled communicator and her knowledge of the early years foundation stage is secure. She is reflective and takes steps to improve her teaching practice and her setting. She engages well with the local authority and is part of a childminders' forum.
- Parents comment that they are pleased with their children's progress. They say their children learn to be independent and improve their communication skills. Parents value the opportunities their children have to play and learn outdoors.
- The childminder and her assistants support children with special educational needs and/or disabilities well. They know children's medical and developmental needs. This means the childminder responds swiftly to any emerging concerns about children's progress.

- The childminder has a good relationship with her assistants and models good practice to promote consistency in teaching quality. However, insufficient attention is given to the supervision and review of their performance, and their professional development. As a result, some unevenness in practice remains.
- The childminder supports children to learn about their community and the wider world. She gives children responsibilities. For instance, children set the table, put litter in the bin and share books with younger peers. Children gain the essential knowledge and skills they need to prepare them for future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding and child protection knowledge up to date through regular training. She knows about wider safeguarding issues including the 'Prevent' duty and female genital mutilation. She knows who to contact if she has any concerns about the welfare of a child. Children play and learn in a safe and clean environment. The childminder uses regular risk assessment and good hygiene practices to maintain her home and resources. Children learn about road safety and staying safe when they go on trips and outings. This contributes to their personal safety.

What does the setting need to do to improve?

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

- use supervision to help assistants to review their performance and identify strengths and areas for improvement
- identify professional development opportunities to help assistants raise the quality of their teaching to a higher level.

Setting details

Unique reference number	EY451257
Local authority	Southwark
Inspection number	10075243
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 February 2016

Information about this early years setting

The childminder registered in 2012. She lives in East Dulwich in the London Borough of Southwark. She works with two assistants. The childminder cares for children Monday to Thursday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The childminder showed the inspector her home and explained how she organises the environment to support the curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder, her assistant and the children at appropriate times during the inspection.
- The childminder and the inspector discussed a joint evaluation of an activity.
- Documents were sampled by the inspector, including evidence of public liability insurance, paediatric first-aid training, policies and procedures, and children's records.
- Parents contributed their written views, which the inspector considered 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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