

Childminder report

Inspection date: 23 July 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 has created a warm and welcoming environment where children are well settled and happy to attend. She plans activities that are exciting and considers children's interests to ensure they remain motivated and have opportunities to develop their existing skills and knowledge well. The childminder builds in opportunities through daily routines to support children to practise their developing independence skills. For example, she allows children to support her to set up activities, such as filling the sand tray outside. Children use different buckets and containers to collect the sand to fill the container. This also helps to develop their strength and the muscles in their hands well.

The childminder has high expectations of children's learning and behaviour. She acts as a good role model and reinforces these expectations during circle time and in children's play. She consistently reminds children about the rules. For example, she reminds children to say 'please' and 'thank you'. This helps to support children to learn to behave well and make good progress.

Children enjoy using their imagination skills as the childminder joins in with their play. For example, the children enjoy throwing tea parties, using the teacups the childminder provides in the home corner. They also thoroughly enjoy building sandcastles in the garden.

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

- The childminder implements a broad and balanced curriculum, meeting the individual developmental stage of each child. She plans activities and organises the learning environment to enable children to practise specific skills and knowledge to ensure they make good progress and build on their existing skills and knowledge well.
- The childminder regularly evaluates the provision on offer and accesses additional training to improve her practice. She works in partnership with parents and external professionals to ensure that children achieve positive outcomes and make good progress.
- The childminder develops children's early mathematical skills well. Through daily routines, the childminder encourages children to develop their understanding of numbers and counting. She provides opportunities for children to use their knowledge of shapes and space to solve problems. For example, when building towers using different-sized building blocks, the childminder supports children to explore the different shapes and sizes of the blocks to stack them on top of one another well.
- The childminder provides vocabulary to support children to describe the texture and smell of different fruits. She also holds lots of conversations with children

and provides commentary to their play. This supports children to develop their language and communication skills well.

- The childminder provides children with resources from different ethnic backgrounds and explores the similarities and differences. She plans activities throughout the year that are related to different festivals and cultural events. This supports children to begin to develop respect and understanding for others.
- The childminder models expectations of children's behaviour and learning well. Children are beginning to follow routines well. For example, when the childminder sings the tidy-up song, children stop what they are doing and help to tidy up. However, at times, the childminder does not allow children to practise developed skills independently in their play. For example, she provides too much assistance and does not step back for children to have a go on their own.
- Children have access to a wide range of activities to develop the small muscles in their hands as well as their core strength and coordination skills well. The childminder encourages children to exercise regularly and practise developing skills, such as throwing, catching a ball, balancing and using age-appropriate bikes.
- The childminder supports the development of children's knowledge of the world. She takes them on local trips to the farm, where they enjoy exploring different plants and learning about different farm animals and the noises they make. Children benefit from planting their favourite fruits, such as strawberries, and they learn to take care of them and enjoy eating them during snack time.
- The childminder is up to date with all mandatory training. She possesses suitable knowledge and understanding to ensure that children's safety and welfare are promoted well.

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:

- review interactions with children to enable children to consistently consolidate learning through uninterrupted play.

Setting details

Unique reference number	EY453648
Local authority	Southwark
Inspection number	10260188
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	2
Date of previous inspection	15 October 2018

Information about this early years setting

The childminder registered in 2013. She lives in the Nunhead area of the London Borough of Southwark. The childminder works Monday to Friday, from 7am until 6pm, all year round. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Honufa Begum

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 childminder and the inspector carried out a learning walk. They discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector considered the views of parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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