

Childminder report

Inspection date: 5 February 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder's home is welcoming and nurturing. Children arrive motivated and happy to engage in an outstanding learning environment. They confidently lead their own learning. Young children show this when they identify their names and those of their peers when they self-register. Older children are eager to practise their writing skills. They show excellent pen control. Children develop early literacy skills. All children make exceptional progress in their learning, including those in receipt of additional funding. Children who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language progress well from where they started. The childminder works closely with parents. As a result, children are safe and settle very quickly. For instance, she displays key words and the correct pronunciation from children's home languages. The childminder cultivates an environment which reinforces and values the uniqueness of each child. For example, children use the globe to identify where their families are from. They take the 'sharing teddy bear' and his passport when they go on holiday and record their activities. Children develop a rich understanding of the world. Children behave exceptionally well. They listen carefully to instructions to keep themselves safe. For instance, at snack time they prepare their bananas and oranges. They discuss keeping their fingers behind the knife when they are cutting. Young children talk about the 'sour' taste. The childminder teaches children words such as pith and segments. She discusses how different parts of the orange are used in cooking. Older children learn how to use a 'zester' on the skin of the orange. This builds on their fine motor skills. Children develop exceptional vocabulary.

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

- The childminder challenges children to count how many objects they have in each pot. Children learn about more and less. In addition, they guess what the total number of objects will be before they add them all together. Children learn excellent mathematics skills. All children are well prepared for school.
- The childminder plans highly impressive activities for children to learn about safety. For instance, the childminder teaches children to observe the traffic light rules for cars and children. Young children draw pictures identifying red, amber and green. Older children complete fire drills and attend the fire station to deepen their understanding of fire safety. Children take great delight in receiving certificates for their efforts. This builds on their self-esteem.
- Children are confident and independent. From a young age they learn to put on their coats and shoes to go outside. Young children show great determination when managing the zips on their coats. Children show high levels of care and attention towards others. For instance, young children remind their friends to be aware of babies playing on the floor. Children's behaviour is exemplary.

- Children have a range of daily opportunities to play outdoors and benefit from local woodland walks and parks. The childminder uses innovative methods to encourage children to lead a healthy lifestyle. For example, older children complete feedback forms and make suggestions about meals they would like to try, such as carrot pasta.
- The childminder works collaboratively with parents. She maintains excellent links with other professionals and settings children attend. Her meticulous observations, and assessments enable her to identify and close any gaps in children's learning. She provides parents with detailed information about their children's development. Parents comment on the high levels of support and outstanding learning opportunities their children receive.
- The childminder supports children's individual needs. She builds on children's prior learning superbly. For instance, children show great interest as they reflect on their visit to the museum where they saw a walrus. The childminder teaches children information about mammals that live in the Antarctic and provides a range of resources to extend their learning. For example, the childminder reads with children that seals are called pinnipeds. Children's communication and language skills are highly impressive.
- The childminder works closely with her assistant to continuously evaluate her provision. She shows great determination to maintain high-quality care for all children. The childminder applies highly reflective methods to everything she does. For example, after each training course she completes an evaluation. She demonstrates this when she reviews her communication strategies following an autism training course.
- The childminder provides an abundance of opportunities for children to learn about cultures and religions. Young children are eager to share fortune cookies and bangers brought from home as part of Chinese New Year. Children learn about their similarities and differences. This supports children's emotional development extremely well.
- The childminder provides a sense of 'awe and wonder' throughout the day. For instance, children share their ideas about different ways to melt their ice cubes. They use salt, warm water and the heat from their hands. They develop excellent concentration skills and a 'can-do' attitude.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an excellent awareness of all aspects of child protection. They understand the signs and symptoms which may identify a child may be at risk. The childminder attends regular safeguarding training. As a result, she has a detailed understanding of the wider safeguarding issues, such as the Prevent duty and breast ironing. The childminder reviews policies and procedures meticulously and places a high priority on sharing updates with parents. For instance, she provides age appropriate safeguarding posters for parents to discuss with their children. Risk assessments for outdoors are highly effective. This helps keep children safe.

Setting details

Unique reference number	153291
Local authority	Lewisham
Inspection number	10064562
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2001 and lives in the London Borough of Bromley. She cares for children between the hours of 8am and 6pm, Monday to Friday. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The childminder discussed documents, such as policies, procedures and assessment arrangements.
- The inspector spoke to the children about what they like doing at the childminder's home.
- The inspector spoke to parents at appropriate points in the inspection and considered their views.
- The inspector spoke with the childminder and the assistant at appropriate times 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020