

Childminder report

Inspection date: 20 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming environment where children are settled and happy. She plans the learning environment to encourage children to be active, inquisitive learners. The childminder has high expectations for all children. Children delight in exploring as they play. They help themselves to a range of resources which the childminder has put out around the room. Children confidently use toys to build on their interests. The childminder is a good role model, which encourages children to behave well. Children are gentle and considerate towards their friends. They share well and support each other to complete tasks. For instance, children help each other to complete puzzles.

Children have lots of opportunities to learn about the wider world, both indoors and outdoors. The childminder gathers information about children before they start at the setting. She extends children's learning about their individual similarities and differences. For instance, she provides opportunities for them to learn about religions and see different places of worship. This helps build children's knowledge and respect for one another. Children's well-being is supported well. The childminder supports the development of children's confidence in social situations. For example, children are very welcoming to guests. Young children happily approach visitors and share their achievements.

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

- The childminder provides an ambitious curriculum. She encourages children to develop their creative skills through the provision of a broad range of resources. Children are motivated learners. For instance, young children take great delight in painting rainbows. However, the childminder does not always plan activities carefully enough. For example, the childminder does not make the most of opportunities to extend young children's learning when they discover that mixing paints creates different colours.
- The childminder works well in partnership with parents and other professionals. She gathers feedback from parents and children. This helps her maintain her high standards. However, she does not use her evaluation process to identify training needs to help raise the quality of her provision further.
- The childminder provides a healthy range of home-cooked meals and snacks which children enjoy. She skilfully teaches children about the importance of eating vegetables. For example, she teaches them that broccoli is good for helping build strong muscles. However, children are not reminded about the importance of drinking water regularly. This would build on children's developing awareness of how to stay hydrated.
- Children behave well. They listen to and follow instructions. For example, young children know how to scrape their plates when they have finished their meals.

They are developing their independence skills.

- The childminder assesses children's learning effectively. She carries out regular observations and uses these to plan for children's next steps. Parents appreciate how well the childminder supports children's learning. In addition, she shares information regularly to keep parents updated about their children's development. All children make good progress in their learning.
- The childminder has high expectations for all children and supports their learning well. She provides a range of opportunities for children to develop their physical skills. For example, children practise their ball skills on the balcony. They also access fresh air and exercise when they play outside in the park and the sports pitch.
- The childminder provides a range of activities to support children's early literacy skills. For instance, children complete puzzles matching the sounds, letters and pictures. This prepares children for the next stage of learning and for school.
- Children enjoy sharing their thoughts and ideas. The childminder constantly engages children in conversation and encourages them to talk about their day. The childminder supports children well as they explore different feelings. This helps build on their social and emotional skills.
- The childminder is a passionate practitioner. Children have strong bonds with her. They take great delight in inviting her to join their play. The childminder encourages children to have a 'can do' attitude. For instance, young children work out how to put on the dressing-up clothes. The childminder gives children lots of positive praise for their efforts. This builds children's self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is safe and secure. She carries out regular risk assessments to ensure that the environment is safe for children. This includes how to follow escape routes if there is a serious incident. She completes safeguarding training to ensure she has up-to-date knowledge. The childminder has a good understanding of safeguarding. She recognises signs and symptoms of abuse. She is aware of the action to take if she is concerned about a child's welfare. The childminder takes effective steps to ensure that adults in her home remain suitable. She knows the steps to take if an allegation is made about adults.

What does the setting need to do to improve?

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

- enhance the use of professional development to focus more precisely on building knowledge and understanding, in order to continuously raise the quality of teaching
- strengthen planned activities to consistently challenge and build on children's

learning

- consistently provide children with access to water to help keep them hydrated.

Setting details

Unique reference number	2505951
Local authority	Southwark
Inspection number	10214965
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Bermondsey in the London Borough of Southwark. She operates her service from 8am to 6pm. The childminder provides care all year round, apart from family holidays.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents and children shared their views of the setting with the inspector.
- The childminder spoke to the inspector about how she plans her curriculum and how she shares children's achievements with their parents.
- A joint observation was completed. The childminder discussed her aims for the activity and the impact on children's learning.
- The inspector discussed with the childminder her policies and safeguarding procedures.
- The childminder carried out a learning walk with the inspector.

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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