

Childminder report

Inspection date: 6 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

Children arrive happy to see the childminder and their peers. They receive a warm welcome and settle quickly, which shows that they feel safe and secure. Children know the routine well. For example, they take off their coats and shoes on arrival, which promotes their independence and self-help skills. Children enjoy seeing their artwork and pictures displayed, which gives them a sense of belonging and raises their self-esteem.

Children are eager to participate in activities and are motivated to learn. They explore the sensory resources and learn about farm animals. Younger children match animal sounds to the correct animal and learn new vocabulary. Older children learn about chickens laying eggs and where milk comes from. Bilingual learners are supported to use their home languages alongside English to increase their understanding.

The childminder has high expectations for all children. She models positive behaviour, which helps children to understand what is expected of them. Children are gently reminded of the rules and listen well to the childminder. They behave well, use good manners and share resources with their friends. Children are learning about their emotions and understand the importance of being kind to others.

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

- The childminder gets to know children well from the beginning. She finds out about what children know and can do. The childminder builds on children's interests and plans next steps for their learning. She uses regular assessments to ensure that any gaps in learning are addressed rapidly. All children are making good progress from their starting points.
- The childminder places a high priority on children's communication and language skills. She engages children in conversations and gives them time to think and respond. The childminder repeats words for clarity and teaches children new vocabulary. She recaps on children's learning and gives them opportunities to extend their sentences.
- Children enjoy singing sessions, using props and instruments. They delight in listening to stories. Younger children snuggle on the childminder's lap and enjoy lifting the flaps and looking at the pictures. Older children communicate confidently and predict what is going to happen next in the story. Children enjoy joining in with the repetitive text, which increases their verbal skills and their love of books.
- Parents speak highly of the childminder and the service she provides. They say that she is kind and caring and has made strong bonds with their children, who

are happy to attend. Parents feel that communication is excellent. The childminder keeps them updated about their children's progress. She shares next steps and ideas to continue children's learning at home.

- The childminder teaches children about healthy lifestyles. She provides children with nutritious meals and snacks and drinks of water. Children attend a local gardening group where they grow fruit and vegetables and enjoy eating the produce. They follow good hygiene routines and understand the importance of washing their hands before eating. The childminder talks to children about oral health.
- The childminder joins children in their play. She increases children's imaginations and engages in meaningful conversations. Children learn to count during activities and identify colours. However, the childminder does not always introduce other mathematical language or concepts to extend children's understanding further.
- The childminder is dedicated to her role and is passionate about providing a high-quality service. She regularly evaluates her practice to see where improvements can be made and seeks views from parents. The childminder is committed to improving her knowledge through training to extend her skills further. The childminder shares ideas with other childminders. However, she has not extended her partnership working to other settings that children attend.
- Children regularly visit the park to increase their physical skills and coordination. They use the apparatus to practise their skills and learn to manage risk. Children benefit from attending different groups and visiting the museum and the library, which helps to increase their social skills and knowledge of their local community. Children celebrate different festivals to support their understanding of other cultures and learn what makes them unique.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out risk assessments and daily checks to ensure that the environment is safe for children. She maintains registers of attendance and ensures that adults in the home have received suitability checks. The childminder talks to children in an age-appropriate way about safety, including road safety and online safety. She has completed safeguarding training, including 'Prevent' duty training. The childminder can identify signs and symptoms that may indicate a child is at risk of harm or abuse. She has procedures in place and knows what to do if she has any concerns about a child's welfare.

What does the setting need to do to improve?

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

- build on partnership working with other settings children attend, to support

continuity in care and learning

- introduce more mathematical concepts during play to increase children's understanding.

Setting details

Unique reference number	2512903
Local authority	Lewisham
Inspection number	10214979
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Sydenham, in the London Borough of Lewisham. She operates during term time from 8am to 5pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Craig

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 her evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector carried out a joint observation and assessed children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including evidence of insurance, suitability and qualifications, such as paediatric first aid.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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