

Childminder report

Inspection date: 12 August 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 provides a warm and welcoming environment for the children. The children are confident in separating from their parents. They are greeted warmly at the front door by the childminder. Children respond affectionately towards the childminder and display strong attachment, which promotes their overall well-being. The children mostly have access to well-planned activities that promote their individual development. Children who are new to the setting are given extra time and support while settling. They are encouraged to use rich language to secure their understanding and development. For example, the childminder continuously introduces new words while communicating with the children throughout the day. The children are challenged by stimulating questions throughout their play and through their daily interactions with the childminder.

Children have high levels of confidence and respect for each other. They independently choose the songs that they sing during their morning circle times. Children's behaviour is good and reinforced by the childminder. She praises good behaviour and gently reminds children of what is expected of them. They are taught about the importance of staying fit, healthy and hydrated during hot weather. The childminder encourages thought-provoking conversations around the weather and the impact it can have on our bodies.

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

- Children make good progress in their development. The childminder identifies gaps in children's knowledge and plans for this right away. She works closely with parents to plan learning experiences. However, children's activities are not challenging enough. Her practice could be improved with more challenging activities that extend children's learning.
- Children's language and communication is good. The childminder asks thought-provoking questions that challenge and encourage language to develop. She allows time for children to ask questions, giving appropriate time before responding.
- The childminder speaks slowly and clearly when communicating with children. Children therefore have a good understanding of what is expected of them. For example, she simplifies her language for younger children and expands her language when communicating with the older children.
- Children's physical development is progressing well. They go for daily walks to the local parks and children centres. They have developed good coordination from exploring the outdoors.
- The childminder's essential training is up to date. However, her knowledge of the 'Statutory framework for the early years foundation stage' could be strengthened to further support the development of children, ensuring that they

are able to move on to the next stage of development.

- Children make choices in their play and are confident to ask for help when needed. They move freely with confidence within their environment. Support is given by the childminder when needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the procedures to follow to keep children safe. She has a sound understanding of how to report concerns and of the relevant agencies to make such a report. The childminder maintains a safe and clean home to protect children from the risk of accidents or illness. All necessary steps are taken to ensure that children remain safe while in her care. She has completed the required safeguarding training and is able to talk through how she would handle different safeguarding scenarios. She also ensures that she works closely with other agencies to promote the safety of children in her care.

What does the setting need to do to improve?

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

- ensure that the activities provided support children to extend their knowledge further
- keep up to date with relevant changes within the early years sector to increase knowledge and skills.

Setting details

Unique reference number	2514998
Local authority	Southwark
Inspection number	10214984
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Southwark. The childminder operates Monday to Friday, from 8am to 6pm, all year round. She holds a BA (Hons) degree in Early Childhood Studies. The childminder receives funding for the provision of children aged two and three years.

Information about this inspection

Inspector

Christel Brown

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 provider and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- During the inspection the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children and discussed their progress.
- The inspector spoke with parents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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