

Childminder report

Inspection date: 17 May 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 are happy and confident. The childminder ensures that they settle well. For example, she values each child highly and finds out about their likes and dislikes. The childminder asks parents about children's routines and includes this in her practice to help children feel secure. Children have warm, close relationships with the childminder.

Children learn to share and to take turns well. For instance, they share resources as they play in the sand tray. Children learn to do things for themselves, such as taking off their shoes and coats. They help to tidy up after play sessions. Children learn to accept and respect differences. For example, the childminder takes children to special events to celebrate Chinese New Year and talks to children about other cultural or religious festivals. Children learn about diversity as they play with resources, including dolls and other toys that reflect different races and cultures. Children behave well. The childminder uses a gentle and fair approach. She talks to children about why certain behaviour is not acceptable. She uses praise to help children to act in positive ways. The childminder has high overall expectations of each child.

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

- The childminder offers many interesting activities, linked to the areas of learning. She gives children the right level of challenge and ensures that tasks are linked to what children need to learn next. Children make good progress.
- Children develop good creative skills. For example, they use their senses to explore different textures and materials. The childminder teaches children new words to describe the textures, such as 'rough' and 'smooth'. They enjoy using paint crayons to make marks on paper. This also helps to support their small physical skills.
- Children learn about different emotions. For example, the childminder asks children how they are feeling and teaches them the names of different feelings. She also reads books to support children's understanding in this area. This supports children's understanding of themselves and promotes their well-being.
- The childminder teaches children good communication, language and literacy skills. For instance, she sings a wide range of songs and nursery rhymes where children learn new words. The childminder shares stories with children, who listen attentively and make comments. This supports their language and literacy development well.
- The childminder helps children to gain good early mathematics skills. For instance, she points out and names different shapes in the environment. The childminder teaches children to count securely, for example, when she sings a variety of number rhymes and songs.

- The childminder has good links with parents. She spends time talking to them each day to give feedback on children's care, activities and progress. The childminder helps parents to support children's learning, for example, by suggesting activities to carry out in the home.
- The childminder keeps her skills and knowledge up to date. For instance, she reads a range of early years publications covering different aspects of care and learning. This helps to improve many aspects of her practice.
- The childminder helps children to gain good physical skills. For example, they steer wheeled toys skilfully and run and climb confidently. Younger children develop skills to crawl through tunnels and pull themselves up. This support children's physical development effectively.
- Overall, the childminder supports children's understanding of the world well. However, she has not fully developed their understanding in this area, particularly how things grow.
- The childminder has begun to develop children's awareness of good oral hygiene. However, this has not been fully embedded to support children's understanding further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high importance on children's safety. She has good knowledge of signs that indicate that a child could be at risk of abuse. The childminder understands the procedures to follow to report her concerns. She is alert to any signs that a child could be at risk of being exposed to extreme ideas or behaviours. The childminder is aware of the relevant agencies to whom she must report her concerns to protect children from harm. She maintains good levels of safety and hygiene in her home. The childminder checks all areas of her home to reduce the risk of hazards.

What does the setting need to do to improve?

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

- develop children's understanding of the natural world further, in particularly how things grow
- help children to gain further awareness of good oral hygiene, to support their physical health.

Setting details

Unique reference number	2531736
Local authority	Lewisham
Inspection number	10215123
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	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Forest Hill, in the London Borough of Lewisham. The childminder provides care for children from Monday to Friday, from 8am to 6pm, all year round, except on public bank holidays. She receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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.
- The inspector observed an activity and evaluated this with the childminder.
- 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 read and considered written comments from 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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