

Childminder report

Inspection date: 15 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 learn through a well-planned curriculum. The childminder encourages children to ask questions, and to have a go, in a safe, nurturing and homely environment. Children have strong attachments with the childminder. They seek her to share experiences, and laugh and giggle together. The childminder's nurturing approach helps to create a caring and positive atmosphere, where children feel completely happy and at ease. Children enjoy playing together as the childminder supports them to learn valuable social skills. The childminder is attentive to children's individual needs. For example, she is reassuring and encouraging to help quieter children to gain confidence. This supports children's well-being, and they have a strong sense of belonging within the setting.

The childminder has a clear understanding of what she wants children to learn. Children know where the large range of toys and resources are kept, and make choices in their play. Children flourish during their time with the childminder, as she has high expectations for them. Children share ideas, take turns, and show care and concern for each other. Children behave well and have a positive attitude to their learning.

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

- The childminder enables children to practise and build on what they already know. She assesses and closely monitors children's development to identify any gaps in their learning. All children make good progress and demonstrate that they are ready for the next stage in their education, including those children who speak English as an additional language. For example, children hear songs and rhymes in their home languages to support them in their play.
- The childminder is clear about how her activities support children with what they need to learn next. For instance, children develop their small-muscle skills as they pull apart building blocks to build again. This helps develop their small-hand muscles in preparation for early writing skills.
- The childminder, generally, has a good understanding of how she can support children's language. She listens carefully as she plays with children, modelling language and introducing new vocabulary to expand children's language. However, on occasions, the childminder rushes as she asks children questions and, therefore, does not give them time to think about their answer.
- Children learn about the importance of being healthy. They make nutritious choices at snack and mealtimes. Children enjoy regular trips to the local parks and forest area to develop their physical skills and learn about the natural world.
- Children's developing understanding of mathematics is supported throughout the day. They count, hear different mathematical language and solve problems. For example, when building towers, children work out how to keep the tower from

falling as they build it 'higher'.

- The childminder organises routines effectively to meet children's welfare and learning needs. Meal and snack times are relaxed and sociable. However, the childminder does not support children to become more independent during everyday routines. For example, she regularly prepares snack and pours children's water, rather than encouraging them to help with the process.
- Parents speak highly of the childminder. They comment that their children are happy to attend, and they feel very well informed about their child's day. The childminder shares regular updates regarding their children's learning and offers support for learning at home. She has recently organised a book club for children to share books and further develop their love of reading.
- The childminder is enthusiastic and enjoys her role. She places a high priority on reflecting and evaluating her practice. The childminder builds her knowledge and skills through independent research and attending targeted training to support children who are attending the setting. For instance, she recently researched strategies to support children's self-esteem and well-being, and has incorporated these into her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She has a good knowledge of the signs that may indicate a concern about a child's welfare, including abuse, being exposed to extreme views and keeping children safe online. She knows the procedures to follow and the professionals to contact should she have a concern. The childminder regularly keeps up to date with current guidance. She understands the process to follow should an allegation be made against her or a member of her family. Her home is safe, and she conducts regular risk assessments of her home and regular places the children visit.

What does the setting need to do to improve?

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

- give children time to process their thoughts and ideas before asking them more questions
- support children to develop their independence during everyday routines.

Setting details

Unique reference number	2555915
Local authority	Lewisham
Inspection number	10232093
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 6
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Lewisham. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This is 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 childminder and inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector sampled written feedback to gather their views.
- The inspector looked at a range of documentation, such as evidence of the childminder's suitability and her training certificates.

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
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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