

Childminder report

Inspection date:

27 September 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 receive a warm and friendly welcome on arrival. They enjoy regular cuddles and reassurance which supports them to feel safe and secure. Children's changing needs are recognised and addressed quickly by the childminder in a caring and attentive manner. This enhances children's emotional well-being and strengthens their attachments.

Children confidently explore the homely environment and make choices in their play. They develop their fine motor skills as they persevere with puzzles, build and draw around their hands. Children show a positive attitude to their learning. They happily invite the childminder to join their play. They use their imaginations well as they take on the role of doctors and nurses to care for the dolls. Children repeat words they have learned in their play, such as 'thermometer' and 'stethoscope', which extends their knowledge and increases their vocabulary.

The childminder has high expectations for all children, including those with special educational needs and/or disabilities. Children respond well to the childminder's calm and caring approach. They receive regular praise and 'high tens' for their achievements, which raises their self-esteem. Children behave well. They understand the rules, use good manners and show respect for their peers. Children benefit from consistent routines and quiet spaces to self-regulate when needed.

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 start. She finds out about their previous experiences and interests, which supports her to plan a broad curriculum. The childminder builds on children's existing knowledge. She provides opportunities for them to practise their skills and consolidate their learning. For example, children recognise the initial letters of their name on number plates, name colours and count confidently. This ensures all children make good progress.
- Children's communication and language skills are of high importance to the childminder. She engages children in meaningful conversations and provides clear explanations. The childminder introduces new vocabulary and enthusiastically shares stories. Children play listening games, repeat new words and keenly share their own ideas, which enables them to become confident communicators.
- The childminder embraces a culture of diversity and inclusion. She teaches children about different cultures and religions, and celebrates festivals. The childminder uses words from children's home languages and cooks traditional food for them to try. This helps increase their understanding of others and learn about what makes them unique.

- Parents speak highly of the childminder. They acknowledge the high-quality care and education their children receive. The childminder provides regular updates about children's achievements, and shares progress checks and next steps. Parents comment on their child's progress and highlight their increased language and confidence.
- Children benefit from regular trips out with the childminder. They visit the park, stay-and-play sessions, the library and music groups within the local diverse community. These experiences help children to extend their understanding of nature, learn new songs and increase their physical skills. Children meet new people and develop their confidence in social situations.
- The childminder promotes healthy lifestyles well. Children plant and grow fruit and vegetables with the childminder. They taste the results in snacks and nutritionally cooked meals, which gives them a sense of pride. Children enjoy using equipment in the garden and park to extend their climbing and balance. The childminder talks to children about good oral health and reducing sugar in their food choices.
- The childminder liaises with the local school that older children attend. She finds out about their current learning and continues this in her home. For example, children play mathematical games and enjoy quizzes to support learning their times tables. However, the childminder has not extended her partnership working to settings that younger children attend, to support consistency in care and learning.
- The childminder is passionate about her role and strives to provide a good service. She regularly completes training to keep her knowledge up to date and uses ideas and strategies to benefit the children. The childminder rotates her toys and seeks views from children about changes and new equipment. However, the childminder does not seek the views of parents to help her evaluate her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibility to keep children safe. She completes daily checks to ensure the area is safe for children to play. Children are reminded about safety when crossing roads and using equipment to support them in managing risks. The childminder limits screen time and talks to children about online safety. The childminder recognises signs and symptoms which may indicate a child is at risk of harm. She knows the procedures to follow if she has any concerns about a child's welfare. The childminder has completed safeguarding training, including the 'Prevent' duty. Suitability checks are in place for all adults living in the childminder's home.

What does the setting need to do to improve?

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

- build relationships with settings that children attend to support a consistent approach to care and learning
- seek views from parents to help evaluate practice and make further improvements.

Setting details

Unique reference number	2563577
Local authority	Lewisham
Inspection number	10239549
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	2 to 8
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 2020. She lives in Lee, in the London Borough of Lewisham. The childminder provides care from Monday to Thursday, between 8am and 6pm, all year round, apart from the childminder's holidays.

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together. The childminder talked about the curriculum and what she wants children to learn.
- The childminder and the inspector carried out a joint observation and discussed the impact on 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 paediatric first aid, insurance, qualifications and suitability checks.

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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