

Childminder report

Inspection date: 8 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 are happy and comfortable in the childminder's welcoming home. The childminder is nurturing and caring, which helps children to develop secure and caring bonds with her. Children demonstrate that they feel safe and secure as they giggle with her and seek cuddles. Children behave well and play contentedly alongside each other. They understand expectations for behaviour and listen to the gentle reminders from the childminder. Children willingly help with tasks, such as tidying up the toys they have been using. Children show a genuine love of books. They spend time looking at books independently and often ask the childminder to read to them. They demonstrate their language skills as they sing songs and talk about the posters on the wall.

Children enjoy being outdoors and are curious about the world around them. For instance, they recognise sounds of different transport, waving at the aeroplanes as they fly overhead. Children enjoy opportunities to develop their large-muscle skills. They confidently climb and jump as they follow an obstacle course they have planned and practise skills, such as throwing balls. This helps them to develop strong and healthy bodies.

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

- The childminder considers the individual needs and interests of children as she implements her curriculum. She includes parents in her initial and ongoing observations of children's learning. She finds out from parents their children's routines, what they like and their abilities before they start. The childminder observes children to find out what interests them and what they can do. This helps her to plan a curriculum, so that children build on their skills in a way that suits them. All children make progress from their start points.
- The childminder supports children's language and communication skills well, overall. For example, she uses good eye contact with children and speaks clearly. She introduces new words, such as 'helicopter' and 'bucket', to explain what children see in the books. However, she does not always model the correct words when children use them incorrectly, such as 'doggy' for dog. This means children are not consistently helped to learn age-appropriate words and extend their vocabulary as far as possible.
- The childminder assesses children's progress and carefully monitors their development. She identifies what children need to learn, making plans for each child to help them achieve their next steps. She works closely with parents, developing a two-way flow of information to ensure they can provide consistent support for children.
- The childminder introduces early mathematical concepts into everyday activities. Children learn to count as she introduces mathematical language when throwing

balls into a basket, and choosing how many pieces of fruit to have at snack time.

- The childminder supports children to develop their curiosity and motivates them to learn. She is keen to join children's play when they invite her to. Children excitedly enjoy dancing to music and giggle intently as the childminder joins them, demonstrating the actions and sharing animal puppets during a singing session.
- The childminder supports children to have a healthy lifestyle. They enjoy being outdoors and developing their physical skills. Children learn to climb and manage risks at various parks with the childminder's support and guidance. The childminder has adapted her curriculum to support this.
- The childminder keeps up to date with current information from the local authority and adapts her policies and information for parents accordingly. However, she does not evaluate her setting fully and has not yet planned focused professional development to ensure her knowledge and practice are continuously built on and improved over time.
- The childminder works closely with parents. She knows the children and their families well. Parents report positively about their children's experiences with the childminder. They appreciate that the childminder provides them with information to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She understands the signs and symptoms which indicate abuse. The childminder has a clear safeguarding policy and procedure in place to follow up any concerns and to contact the relevant professionals. This includes if an allegation is made against herself or a household member. The childminder regularly obtains information sent from the local authority and checks this for any safeguarding updates. She completes thorough risk assessments for her home to ensure children play in a safe and suitable environment.

What does the setting need to do to improve?

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

- support children to hear and use the correct words to develop their vocabulary more effectively
- use evaluation and reflection to consider more focused professional development, to build and improve practice over time.

Setting details

Unique reference number	2567505
Local authority	Lewisham
Inspection number	10232196
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
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 Catford area within the London Borough of Lewisham. The childminder provides care Monday to Friday, 7am to 6pm, term time only. She 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.
- Children spoke to the inspector during the inspection.
- The inspector spoke to parents and sampled written feedback to gather their views.
- The inspector looked at a range of documentation, such as evidence of the childminder's suitability and first-aid qualification.

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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