

Childminder report

Inspection date:

7 December 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 warmly welcomed into the childminder's home. They develop affectionate bonds with the childminder and her family. This helps them to settle quickly and to feel safe and secure. The childminder is a positive role model and has high expectations for all children. She guides their learning and behaviour well. Children show that they understand the boundaries for behaviour and are kind and respectful to others. They enjoy being helpful and willingly assist with chores, such as tidying away after play. Children are highly motivated to learn, they explore the toys and activities with enthusiasm.

Children enjoy the positive interactions with the childminder and are eager to learn from her. For example, they listen intently as the childminder reads a book about firefighters. They ask questions to find out more and begin to use the new words that the childminder has taught them. Children learn to be independent and to manage their own personal care. For instance, they change their shoes before entering the childminder's home and wash their hands at appropriate times. Children have daily access to outdoor play. They enjoy vigorous exercise through physical games and activities, and make regular visits to local parks. This helps to support their health and well-being.

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

- The qualified childminder demonstrates a professional approach to her role. She regularly attends training to refresh and build on her knowledge of childcare issues. She describes how this gives her fresh ideas, so that she can support children's learning and development more effectively.
- The childminder gets to know individual children's personalities, likes and abilities from the outset. She uses this information effectively to plan activities that engage children and encourage their progress. The childminder skilfully weaves learning opportunities into the activities that they enjoy. This helps children to develop positive attitudes to learning. For example, as children play with toy vehicles, the childminder encourages them to count, compare and categorise them, which builds on their mathematical knowledge.
- Children eagerly engage in their learning and display a 'can-do' approach to challenges. For instance, they concentrate intently as they tackle jigsaw-puzzles. They are delighted when they succeed and smile broadly as they enjoy the childminder's praise.
- The childminder speaks positively to children and comments on their play. This helps them to enjoy conversations and learn new words. The childminder regularly reads and sings with children to support and enhance their language skills. This includes sharing words and songs in children's home languages. Consequently, all children, including those who speak English as an additional

language, become confident and effective communicators.

- Children make good progress in their mathematical development and confidently demonstrate their knowledge as they play. For example, during a game of hide and seek, children count out the time in seconds as others go to hide. They use positional language, such as 'under' and 'around', to describe their hiding places.
- The childminder provides a range of books, outings and activities to enhance children's understanding of different cultures and ways of life. Children learn about their local community and the people who live there through visits to a library, playgroups and shops. However, there are fewer opportunities for them to explore and learn about the natural environment and other living things.
- The childminder supports children's imaginative role play and encourages them to express their ideas as they make marks and draw. However, she could do more to enhance their creative development, such as by providing different textures and materials that they can explore and create with.
- Parents give positive feedback about the childminder's service and say that their children are very happy to attend. They describe the childminder as welcoming and professional. Parents appreciate the good communication and partnership working, which ensures continuous care and support for children. They comment on the improvements to their children's language skills since joining the childminder's setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge by accessing relevant training. She has a good understanding of safeguarding issues, such as the risks children may face if exposed to radicalisation or domestic abuse. The childminder knows how to identify the signs of abuse and neglect. She has a secure knowledge of the procedures to report any concerns about children's welfare. The childminder knows who she must notify if there is an allegation made about her or a member of her household. She provides a safe and secure environment for children.

What does the setting need to do to improve?

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

- build on the opportunities for children to explore and learn about the natural environment and living things
- ensure that children have consistent access to a broad range of media and materials to support their creativity and imaginative play.

Setting details

Unique reference number	2573822
Local authority	Southwark
Inspection number	10250881
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the London Borough of Southwark. She offers her childminding service from 8am until 6pm, Monday to Friday, throughout most of the year. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was 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 this into account in her evaluation of the provider.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The childminder ensured that her documents were available for the inspector to view. This includes her paediatric first-aid certificate and the suitability checks for household members.
- The inspector took account of parents' written feedback. She also observed and spoke to children to find out about their experiences with the childminder.

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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