

Childminder report

Inspection date: 13 July 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 form close emotional bonds with the childminder and show that they feel safe in the childminder's care. Older children learn to describe emotions such as 'happy' and 'sad' and the childminder extends this further, for instance she uses pictures and props to introduce them to words such as 'peaceful'.

Children respond well to the childminder's encouragement to foster their independence. For instance, older children learn toilet routines and younger children build on their self-help skills during mealtimes.

Children build on their hand-to-eye coordination. For example, they focus well as they create a tower by stacking a set of five cotton reels. Children behave well, share and take turns during activities and enjoy each other's company.

The childminder has high aims for children's communication and language development. She supports children of all abilities to build on their vocabulary, including through songs and stories. For instance, older children learn that the person at the supermarket till is called the 'cashier'. Babies are encouraged to communicate as the childminder acknowledges and responds to their non-verbal communication. She models language to help them listen to and learn new words. All children make good progress from their starting points.

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

- The childminder plans a curriculum that is focused on helping children build good foundations for their future learning. Children are confident and develop a love for learning. They persevere during tasks to manage simple challenges. For instance, they use different strategies to release and take out playdough from its container. The childminder supports their emotional well-being effectively. Children are prepared well for the next stages in their learning.
- The childminder completes effective assessments, including progress checks, as required, to identify areas in which individual children need further support. Parents provide positive views about the updates they get from the childminder and the partnerships she establishes with them to support children's learning and care.
- The childminder supports children well to help them build on their early reading and mathematical skills. For example, during a story reading activity babies learn to spot a 'monkey eating a banana' within an illustration containing several monkeys. Toddlers confidently count up to five objects in the picture and older children observe a fully loaded shopping trolley and comment it is 'heavy'. However, there are fewer opportunities for children to freely explore mark-making activities.

- The childminder provides opportunities for children to learn to make healthy choices. She works closely with parents to meet children's individual children's dietary needs. Children happily choose what fruit they would like to have for snack and chat about growing pumpkins in their garden. The childminder skilfully questions them about some celebrations during which pumpkins are used. Children benefit from opportunities to link their experiences and they learn through positive interactions with the childminder.
- The childminder promotes positive relationships between the children. She supports them well to help them understand what her expectations are in relation to good behaviour. She teaches them how to play cooperatively with each other and take account of each other's needs. She promotes equal opportunities and inclusion and works in close partnership with parents to continually improve individual children's daily experiences.
- The childminder provides regular opportunities for children to be physically active. However, she has not enhanced the outdoor environment fully to provide more challenging opportunities for children to practice a range of physical skills, particularly for those who prefer to learn outdoors.
- The childminder seeks the views of parents and children, and she reflects well on her practice to identify areas for improvement. She plans well for her professional development. For instance, she has applied her knowledge and skills well to welcome children and families after lockdown and to plan a smooth settling in for the children.
- The childminder works well in partnership with other settings to support a smooth transition as children move between settings and when they start school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to safeguard children in her care. She understands how to identify concerns for children's welfare and the agencies to contact should she need to make a referral. Through training and research, she keeps herself updated of broader safeguarding concerns such as the "Prevent" duty guidance and risks children may be exposed to outside of her setting. The childminder ensures that people whose suitability has not been checked do not have unsupervised contact with children. She understands her responsibility to inform Ofsted, as required, of any significant changes and events.

What does the setting need to do to improve?

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

- strengthen opportunities for children to explore and build on their early mark-making skills

- consider ways to make the most of the outdoor environment to provide more challenging opportunities for children to practice a range of physical skills, particularly those who prefer to learn outdoors.

Setting details

Unique reference number	2574499
Local authority	Lewisham
Inspection number	10239557
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 8
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 2020. She lives in the London Borough of Lewisham. The childminder provides childcare Monday to Thursday, from 8am to 6pm, throughout the year.

Information about this inspection

Inspector

Geetha Ramesh

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 that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector took account of the views of parents and children.
- The childminder and the inspector observed an activity jointly and discussed how the curriculum is implemented and the impact it has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector had discussions with the childminder at appropriate times.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022