

Childminder report

Inspection date: 2 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at this homely setting. They are interested in exploring the range of resources provided. Younger children are curious to explore everyday objects in 'treasure' baskets. The childminder and her assistants help children to extend their investigations by describing the textures, such as 'smooth', 'crinkly' and 'spiky', as they touch them.

Children have opportunities to play indoors and outdoors throughout the day. They are physically active and gain confidence in their physical abilities. For example, children practise kicking a ball into a netted goal. They have fun joining in with the actions of their favourite songs, such as 'Sleeping Bunnies', and ask for it again and again. Children are playful and keen to play together. They learn to take turns and consider the feelings of others, such as when a friend may not want to join in playing on the see-saw.

The childminder is clear about what she wants children to learn. She plans the curriculum to give children opportunities to learn through play and build on what they can already do. The childminder is ambitious for children to have broad experiences that promote their independence and prepare them for school.

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

- The childminder has taken effective action to improve since the last inspection. She has identified suitable learning opportunities for herself and her assistants to strengthen their knowledge. The childminder has put monitoring systems in place to ensure that improvements are maintained. These changes are having a positive impact on children's learning and the progress which they make.
- Children build strong relationships with their key person, who knows their individual needs well. Parents say their children have bonded well due to their personal routines being followed at the setting. This helps children to feel safe and secure.
- Children have positive attitudes to their learning, as the childminder uses their interests to engage them. For example, she provides a variety of containers in the water tray for children who are interested in pouring. This helps children to become deeply engaged in their play, as the activities stimulate their interest and curiosity. Children therefore make good progress.
- Children's communication and language development are supported well. Children enjoy getting cosy in the cabin to share books and listen to stories. The childminder uses children's interests to extend their vocabulary, such as sharing animal stories and songs and providing toy animals following a trip to the farm. This helps to embed children's learning of the names and noises of farm animals.

- The childminder gathers some words in children's home languages. However, she does not provide consistent opportunities for children who speak English as an additional language to hear and use their home languages.
- Children develop good physical skills. They practise their small-muscle movements as they scrunch cereal with their fingers. The childminder teaches children to jump and balance using hoops and stepping stones. This helps children to gain control of their bodies.
- The childminder has high expectations for children's behaviour. Children learn to say 'please' and 'thank you', and to tidy up when they have finished with something. A well-organised routine helps children know what is happening next. For example, they get excited when they see the chairs being set out for lunch. This helps children to learn to regulate their behaviour through transition times.
- Children learn to manage their own basic hygiene, such as using the toilet and washing their hands. The childminder teaches them about their bodies, such as by commenting on them feeling out of breath and needing water when they have been running around. This helps children to become independent and learn important life skills.
- Communication with parents is good. Parents enjoy hearing about how their child has spent their day. They say that they can see the new things their children learn with the childminder, such as using a spoon and learning the names of their friends. All parents say they are extremely happy with the care which the childminder provides. However, the childminder does not support some parents to know more about their child's developmental progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know the signs and symptoms of abuse. They know the procedures for reporting their concerns about a child's welfare, including allegations about adults working with the children. Effective risk assessments are in place to keep the environment safe, and identified hazards are swiftly removed. Children learn to keep themselves safe. For example, the childminder and her assistants remind them to sit down while eating. The childminder ensures that checks are made for all adults living and working in her household, which means that only suitable people have contact with children.

What does the setting need to do to improve?

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

- extend strategies to support children who speak English as an additional language
- enhance the information shared with parents about children's development to

support their learning at home.

Setting details

Unique reference number	2579504
Local authority	Southwark
Inspection number	10275121
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	8
Number of children on roll	7
Date of previous inspection	7 December 2022

Information about this early years setting

The childminder registered in 2020 and lives in Peckham, in the London Borough of Southwark. She operates all year round, from 8am to 5.30pm, Monday to Friday. The childminder employs two assistants. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector via email.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to the childminding assistants at appropriate times and took account of their views.

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 2023