

Childminder report

Inspection date: 7 May 2024

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

The childminder has developed secure bonds with the children. She works closely with parents and obtain relevant details when children start to help meet their needs. Children have adapted quickly to the new environment and routines. They are independent and self-assured learners. Babies seek out the childminder for reassurance and comfort. Children feel safe and secure in the childminder's care.

The childminder provides many opportunities for children to access all areas of learning. Her curriculum is tailored to the interests and needs of children. Babies enjoy exploring familiar and new toys and finding out how things work. Older children take delight in learning about dinosaurs and making marks in sand. The childminder leads these activities well and asks relevant questions to help children's communication and language development.

The childminder allows children to make decisions about their play and learning, which helps children's independence and confidence. Children play with and alongside each other well. They are learning to share and take turns during play. The childminder sets high expectations for behaviour. She supports children to understand the expected behaviour boundaries, through effective explanations and distractions.

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

- The childminder is clear about the skills and knowledge that she wants children to acquire before they move up in their learning. She carries out regular observations and assessments on children's development and progress to help her identify what they need to learn next. Overall, the childminder plans learning experiences that match children's stages and ages of development. However, she does not consistently implement the identified next steps in children's learning to help close any learning gaps. For example, although the childminder has identified that some children would benefit from taking part in group activities to help their social and emotional development, she does not always include them in these activities.
- Children have good opportunities to be active. The childminder encourages children to access her garden and take age-appropriate risks in their play, such as climbing and riding play equipment. The childminder encourages children to drink water and eat healthy. She extends children's understanding of healthy eating and good health through role-play activities, books, and discussions.
- The childminder skilfully joins in children's play and asks them several questions to help support their understanding, speaking and listening skills. However, on some occasions, her interactions with children are not strong enough to hold children's engagement and challenge their learning further. As a result, some

children lose interest quickly and move from one activity to another. Nonetheless, the childminder shares many stories with children, and this helps to foster their interest in books.

- The childminder gets to know the children and their families well to help meet children's needs. She gathers detailed information from parents when children start to help them plan for their individual care and learning needs. The childminder shares information about children's care routines and learning to keep parents informed. This helps to provide consistency and continuity in care and learning.
- The childminder regularly praises children for their achievements, which helps to build their confidence. She successfully distracts children from emerging disagreements, such as sharing toys. Children behave well and demonstrate that they feel safe and secure in the childminder's care.
- The childminder encourages independence skills. She allows children who are capable to take on some responsibilities to do so. For example, she asks these children to wash their hands before meals and take their shoes off after playing in the garden, which the children are able to do competently. Children are becoming increasingly independent and gaining skills that prepare them for their future education, including starting school.
- The childminder organises her provision well and keeps relevant paperwork to support the safe and efficient management of the setting. She attends regular training, including safeguarding, to help keep her knowledge up to date. The childminder completes regular risk assessments to identify and remove any potential hazards in the learning environment to help keep children safe.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- implement children's next steps in learning consistently to help them make better progress
- improve interactions with children to help challenge and extend their learning further.

Setting details

Unique reference number	2582006
Local authority	Lewisham
Inspection number	10342267
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives within the London Borough of Lewisham. The childminder provides care, Monday to Wednesday from 8am to 6pm. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Josephine Afful

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 gathered the views of some parents.

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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