

Childminder report

Inspection date: 20 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

The childminder provides a warm and homely environment, where children settle with ease. Children show that they feel safe and secure. Parents' comments are extremely positive. They report that they are very happy with the care that their children receive. Parents report that their children thrive while being in the childminder's care. Children's ideas and viewpoints are valued and listened to. They receive plenty of positive praise and encouragement, which enhances children's confidence and self esteem. Older children behave extremely well, are very kind towards each other and help those children who are younger than them.

The childminder supports each child's learning and development by using her immense amount of knowledge and teaching experience. She knows children's needs well and, therefore, carefully plans learning opportunities to support and extend children's development. This results in children making good progress. Young children develop good fine motor skills and coordination as they correctly use tools, such as brushes and glitter in their artwork. Children develop a love of books, as stories and rhymes are a key part of the day. They eagerly pick their favourite books and answer questions and talk about the pictures. Children stay focused for long periods and demonstrate good language and understanding skills.

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

- The childminder gets to know children and their families very well from the beginning of their time with her. She plans a careful settling-in process when she learns about children's routines, background information and interests. The childminder uses this information effectively when parents leave children in her care. As a result, children develop a strong bond with her.
- The childminder maintains positive partnerships with parents. She keeps parents fully informed about their child's learning through regular updates. The childminder shares children's progress and the next steps in their learning. This helps parents to further support their child's development at home. The childminder exchanges information with the other settings that children attend, to support greater continuity in their learning.
- The childminder evaluates her practice to help identify areas where she can improve. She makes good use of professional development to improve outcomes for children. For example, following on from training, the childminder has introduced a range of strategies to develop children's early literacy. For example, she takes children on a 'sound walk' in the park.
- Children learn about different people, communities and various religious and cultural events throughout each year. For example, the childminder provides children with books and activities. Children also attend local playgroups to make friends and feel part of their community.

- Children attend regular trips to teach them more about the world they live in and extend their learning even further. For example, children learn about the life cycle of frogs when they visit a local pond. They develop their physical skills well, such as when using large play equipment at the park.
- Children are supported extremely well to keep themselves safe and manage risks through regular conversations. Older children learn about road safety, stranger danger and internet safety. They know what to do and look out for if they have a concern.
- The childminder supports children's understanding of mathematics well. For example, she helps them to say a number name for each item when counting. Children count animals in stories and learn to count in sequence from one to 10.
- The childminder successfully helps children to understand the importance of good health and hygiene through conversations. She organises the daily routines well and promotes children's physical health and well-being effectively. For example, children learn to wash their hands before eating and have daily opportunities for outdoor physical play.
- The childminder ensures that meals and snacks for children are healthy and nutritious. However, she does not consistently provide older children with opportunities to undertake tasks independently and develop responsibility. For example, she does not encourage children to help to prepare food and set and clear away the table for snack time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and attends regular training to ensure that her knowledge is up to date. She understands all areas of safeguarding, including county lines. The childminder is confident about the procedure to follow if she has concerns about a child's welfare. She ensures that her home is safe and secure. The childminder helps children to learn about keeping themselves safe.

What does the setting need to do to improve?

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

- provide more opportunities to enable children to learn new skills and build on their independence for their future development.

Setting details

Unique reference number	2589210
Local authority	Southwark
Inspection number	10251186
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 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Camberwell, in the London Borough of Southwark. The childminder operates all year round, from 8am until 6pm, Monday to Friday. She holds qualified teacher status.

Information about this inspection

Inspector

Emma Mizzi

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder and children, to help to evaluate the quality of education.

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