

Childminder report

Inspection date:

23 November 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this high-quality Montessori setting, where their needs and interests are understood and met by highly skilled and passionate adults. Children are very happy to be at the childminder's setting and arrive eager to play. They follow the arrival routines of changing shoes and hanging up coats before finding their names and moving them to show they are present today. Children's behaviour is exemplary. They have excellent manners and politely ask peers if they may join an activity, respecting the response if it is a 'no'. Children follow safety rules and understand that they need to tidy resources away in order to keep their friends safe.

Children have wonderful attitudes to learning and concentrate intently for extended periods of time. They sit alone or next to their peers, engaged in their chosen activity. The childminder has extremely high expectations for learning for all children. She plans a varied and interesting curriculum based on what children can do, their next steps and any interests they have. All children make excellent progress in all areas of learning.

Children benefit immensely from the balance of child-initiated play and guided teaching, to build the essential foundations for future learning. For example, children develop the pre-requisite physical skills for future writing as they use tongs and pipettes to develop the fine muscles and coordination needed for pencil control.

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

- Children display extremely positive attitudes to learning. They fully engage in activities that challenge their knowledge and skills. For example, children initiate a 'floating' and 'sinking' activity, where they use their previous knowledge to classify an object's properties and predict which items might sink.
- The childminder is extremely passionate about the experiences she provides children. She ensures that her assistants receive admirable coaching and mentoring alongside targeted training. This ensures they develop their own practice. As a result, children receive consistently high-quality interaction and attention from the team of practitioners. This, combined with the extremely high expectations for what children can do, means all children make excellent progress.
- The childminder measures children's progress effectively through frequent observations of what they know and can do. Children thrive because she quickly identifies the next steps in their learning and plans carefully to provide opportunities that will help them progress. Children with special educational needs and/or disabilities flourish. The childminder is attentive to their individual

needs and works closely with external agencies and parents to action next steps.

- Emotional well-being is at the forefront of the curriculum. Time is built into the day for children to slow down, relax and be present 'in the moment'. For example, during circle time at the end of the morning, children sit and listen to soothing sounds as they complete a familiar routine of breathing exercises. This helps them to begin to think about how they feel and learn techniques to control their emotions should they become overwhelming.
- Due to the curriculum emphasis on independence, children develop all the self-help skills necessary to take care of their own needs. They clean and set the table, change into outdoor clothing and select and put away equipment throughout the day. In this way, children develop a comprehensive range of skills that allow them to be wholly independent.
- The childminder skilfully plans inviting indoor and outdoor environments that support children to develop in all seven areas of learning. Children connect with nature and are physically active in their play. They use their time outside to hunt for creatures, see how rain water collects in puddles, create art and explore natural materials.
- Specific activities to develop children's understanding of mathematics are plentiful. For example, children carry out a specific activity to learn the names of three-dimensional shapes. Children look around them for shapes that are also a 'prism' or a 'cylinder' after discussing the shapes with an adult.
- Parents are highly satisfied with the care and education the childminder provides. They say that they receive abundant information on their child's progress and on activities they can do at home to continue that progress. Parents comment on how happy their children are to attend the childminder's setting. The childminder shares her early years knowledge effectively to ensure they are able to access additional support when needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants teach children to keep themselves and their friends safe through keeping the environment tidy and following good hygiene routines. The childminder and her assistants are aware of their role in protecting children from harm. They are clear about the signs of possible abuse and the actions needed to report and seek advice should they have concerns.

Setting details

Unique reference number	2591567
Local authority	Lewisham
Inspection number	10251255
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works with two assistants to provide care and education in the London Borough of Lewisham. The childminder operates from a dedicated converted garage and is open from 9am to 4pm, every weekday. The childminder follows a Montessori philosophy.

Information about this inspection

Inspector

Beverly Hallett

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector held a discussion on the childminder's leadership and management of her setting and her assistants.
- The inspector and the childminder observed an assistant carrying out a learning activity together.
- Children happily interacted with the inspector during the inspection.
- Several parents spoke to the inspector and shared their experiences of the provision.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and her assistants.

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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