

Childminder report

Inspection date:

22 February 2023

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 thrive in the childminder's stimulating home. They excitedly select from a wide range of challenging activities. For example, children investigate the water and sand tray outside. Inside, they make pancakes using real ingredients in the role-play area. Children are learning to explore different textures and describe what they can hear, see and feel. Children are deeply engaged in their play. They are confident explorers who want to have a go at new activities.

Children show exceptional levels of happiness. As babies build a tower out of blocks, they count them and knock them down. Children learn to be resilient as they solve problems. They laugh with delight as they hear praise from the childminder. Children have very strong relationships with the childminder, who knows them well. They are extremely responsive. Babies react with smiles, giggles and claps as they explore with the childminder. Children feel very secure and are ready to learn new skills and knowledge. They behave exceptionally well.

Babies babble enthusiastically to the childminder throughout the day. They hear a wide selection of new words. Children listen to stories and point at the animals as the childminder names them. Babies babble with delight. They hear questions and respond excitedly. Children are rapidly developing communication skills. They can express themselves confidently.

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

- The childminder has a very strong understanding of how children learn. The childminder meticulously identifies children's next steps in learning. She uses what children know and can do to plan an ambitious curriculum for all children. For example, the childminder teaches babies to count to five as she taps keys on the toy laptop. Children react happily and giggle as they learn to say the numbers. Children are extremely well prepared for the next stage of their education.
- The childminder creates a flexible curriculum that considers the needs of all children. She responds to the smallest steps that babies make in their learning. For example, the childminder notices when children can turn a page of a book by themselves. She plans further opportunities to explore books and stories. Children develop their knowledge and skills over time. They feel proud of themselves as the childminder praises their achievements. Children are deeply engaged in their learning and concentrate well.
- The childminder's teaching of communication skills is inspirational. She interacts deliberately and selects new language that children hear and use in their play. For example, the childminder points to a panda in a book, she presses the button and says, 'This is the sound a panda makes'. Children concentrate hard

as they mimic the word 'panda'. They are learning to listen and understand challenging vocabulary. Children are confident communicators, who can express their likes and dislikes.

- The childminder plans enriching opportunities for children to explore the world around them. For example, children regularly attend yoga sessions, music classes and toddler groups. Children also go further afield and visit an aquarium, museums and a library. They travel on the train. Children learn about how things work. They explore the world around them.
- The childminder has a strong understanding of the importance of learning about differences. She plans seamlessly to provide children with opportunities to learn about other people. For example, children build a bus poster, they fill it with people from different backgrounds. Children learn words from other languages and find out about different families' dynamics. Children understand and respect the differences between themselves and other people.
- The childminder's care practices are highly effective. The childminder teaches children about healthy lifestyles. For example, she reads children a book where a frog brushes his teeth. The childminder says, 'Look frog is brushing his teeth, we brush our teeth after snack.' Children are learning how to keep themselves healthy.
- Parents are overwhelmingly happy with the care their children receive. They report that their children make excellent progress. Parents say that their children rapidly learn new vocabulary. They comment that the childminder's excellent communication helps them to extend their learning at home.
- The childminder is extremely reflective of her practice. She regularly attends training to further develop her knowledge and skills. For example, she has recently completed a course to support children who speak English as an additional language. This has helped her to understand how to support children in their home languages and English.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very strong understanding of the safeguarding issues which may effect children. She knows the signs that children may be at risk of abuse or harm. The childminder has a robust procedure for recording and reporting her concerns. She evaluates her policies regularly and keeps up to date with the latest safeguarding guidance. The childminder regularly refreshes her understanding to keep her knowledge and skills up to date. The childminder demonstrates how she would report concerns relating to other adults. She conducts regular risk assessments of her home in order to ensure that children are kept safe.

Setting details

Unique reference number	2602871
Local authority	Lewisham
Inspection number	10263167
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 10
Total number of places	10
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2020 and lives in Sydenham, in the London Borough of Lewisham. She provides care during term time from 8am to 6pm, Monday to Friday. The childminder provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Kate Daurge

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 the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions of the childminder, her assistant and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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