

Childminder report

Inspection date:

10 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy in the childminder's home. They are curious and select toys to play with. However, the childminder does not provide a wide range of activities for the children. Not all children have challenging enough opportunities to develop their skills and knowledge. Children are not all well prepared for the next stages of their education.

Children enjoy a structured routine. For example, they eat healthy snacks at set times, sleep in a quiet space and spend time playing. Children have positive relationships with the childminder. They smile at the childminder as she gives them praise and encouragement. If children need cuddles and reassurance, she comforts them. Children have warm relationships with the childminder. This helps children to feel relaxed and happy.

Children play alongside others throughout the day. They sing songs and listen to stories. Children are learning to listen. They are beginning to understand that books have meaning. Children hear and respond to familiar nursery rhymes. They enjoy music and singing in both English and their home languages. This helps them to develop confidence.

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

- The childminder demonstrates an understanding of the knowledge and skills children need to learn. However, she does not provide sufficient opportunities for children to practise them. The childminder's curriculum is not ambitious enough for all children. For example, as the childminder tends to babies' needs, older children are sometimes left without activities that interest them. Toys provided are not challenging enough for the range of children's needs. Children are not always interested or busy. They do not have sufficient opportunities to concentrate and have a go at new activities.
- The childminder finds out what children know and can do. For example, she knows she must complete the statutory progress check at age two on children. She shares her findings with parents. The childminder can identify children who need support with their learning. She knows how to seek additional support from external agencies.
- The childminder speaks to the children in a positive way. She smiles and responds to them. However, she does not fully extend children's vocabulary through play. For example, the childminder does not always recognise when children learn a new word. She does not provide enough opportunities for children to practise new words. Children do not always hear new language again or understand what new words mean. Children are not always able to use new

vocabulary in their play.

- Parents are happy with the care that children receive. They report that children settle well. Parents say that children enjoy spending time with the childminder. They say she has a structured routine that the children know and understand. They report that the relationship with the childminder helps them to understand what children's experiences are like.
- Care practices are effective. However, the childminder does not fully explore ways for children to gain independence and resilience. For example, children are not encouraged to make choices about what they want to eat at snack time. Older children are not encouraged sit on a chair instead of a highchair. Children are not always learning to do things for themselves. Children's opportunities to develop resilience and take risks are narrow.
- The childminder understands that children need to spend time outside to develop a healthy lifestyle. Her garden is not yet suitable for children, and they do not have access to it. The childminder takes children to a local library and play group. She knows that this helps children meet other people and learn about the world around them. However, visits to the local park are generally only undertaken in good weather. Children do not always have daily opportunities to play outdoors.
- The childminder is reflective of her practice. She seeks support from local agencies if she needs advice. The childminder regularly looks for training opportunities to help inform her practice. This helps her to keep her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a clear understanding of the signs that a child may be at risk of abuse or harm. She knows how to report her concerns to the appropriate authorities. The childminder understands her responsibility to report concerns relating to other adults. She regularly refreshes her knowledge and skills through undergoing training. The childminder ensures that she carries out regular risk assessments of her setting to ensure that children are not at risk.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that activities planned are sufficiently challenging for all children to help them engage and make progress in their learning	31/03/2023

seek professional development opportunities to help support children's communication and language skills	31/03/2023
ensure that children have daily opportunities to play outdoors in all weathers.	31/03/2023

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

- develop care practices, so that children are encouraged to develop their independence and resilience.

Setting details

Unique reference number	2604713
Local authority	Southwark
Inspection number	10265102
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Peckham in the London Borough of Southwark. Care is offered all year round except public holidays. The childminder has a level 3 childcare qualification. The childminder offers free funded early education to children aged two, three and four years old.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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