

Childminder report

Inspection date: 16 January 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder knows the children well and provides them with opportunities to build strong relationships with her. Children show they are happy and settled as they are keen to share their play experiences with the childminder. The childminder creates opportunities for older and younger children to interact with each other and teaches them to take account of the needs of others. Children behave well and learn to share and take turns with their peers.

The childminder supports children well to help them build on their vocabulary. She helps children extend what they already know. For example, when they say 'apple', she models saying 'crunchy apple', and they repeat this.

The childminder motivates children to learn new skills, such as operating the foot pedals on a tricycle. Children follow her instructions well and give it a go. These experiences help children build on their physical skills.

The childminder aims high for individual children and plans targeted next steps to support their progress towards the next stages in their learning. She plans well to widen children's experience of the world around them. For example, she takes them on outings to enhance opportunities for children to meet people from different backgrounds.

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

- Self-evaluation is effective. The childminder has improved her knowledge and skills to plan an effective curriculum for children that is focused on the prime areas of their learning. She plans well for her professional development, including through attending relevant training.
- The childminder ensures that children have regular opportunities to play and exercise outdoors. She has made improvements to her garden, to facilitate their play. Children benefit from opportunities to be physically active, including on outings. She guides children to wash their hands at appropriate times, such as after outdoor play.
- The childminder encourages children to contribute to activities such as tidying up. This helps to promote their independence. Toddlers learn to get their hat on by themselves in preparation for outdoor play. The childminder praises them for their achievements, which helps to promote their self-esteem.
- The childminder provides opportunities for children to build on their creativity. Children are eager to explore play dough. The childminder shows young children how to place a blob of play dough between their palms and roll it to make a sausage.
- Children demonstrate a keen interest in books. They show excitement as the

childminder shows them pictures of animals and models animal sounds. Toddlers confidently name some animals, with reference to pictures, and they learn to repeat words and sounds. They are keen to choose another book when they have finished with one. The childminder also provides them with opportunities to choose books from the local library.

- The childminder teaches children the names of fruits and vegetables, for instance as children engage in role play. This helps them to build on their vocabulary of healthy foods. The childminder works in partnership with parents to encourage children to make healthy choices.
- Toddlers demonstrate an early understanding of shapes and sizes. For example, while building a tower with construction material, they know to sequence the cubes by size, from largest to smallest. During play, they learn to name shapes, such as a 'star'.
- Children use their imagination to replay their observations of the real world. For example, while in the garden, they pick up a brush and pretend to sweep the floor. The childminder provides a commentary of what they do and they feel encouraged to explore.
- During some activities, seating arrangements are not carefully planned to fully support interactions. For instance, during a table-based activity, children did not have a chair to sit on, and they continued to stand. The childminder placed her chair alongside the children, which meant the children made very little eye contact when she spoke with them.
- Through observation, the childminder has identified children's interest in mark-making activities. She provides some resources, such as pencils and paper, for them. However, she has not considered ways to fully support young children's curiosity to explore mark making in a range of ways.

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:

- consider ways to improve the organisation of activities, including seating arrangements, to best support children's interactions with others
- strengthen opportunities to fully support young children's curiosity to explore mark-making in a range of ways, including through the provision of resources that are appropriate for the ages and stages of their development.

Setting details

Unique reference number	2604713
Local authority	Southwark
Inspection number	10281782
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 February 2023

Information about this early years setting

The childminder registered in 2020. She lives in Peckham, in the London Borough of Southwark. The childminder provides childcare on weekdays, from 8am to 6pm, for most of the year. The childminder has a level 3 qualification in childcare.

Information about this inspection

Inspector

Geetha Ramesh

Inspection activities

- The inspector discussed any continued 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder discussed the childminder's self-evaluation and how she takes account of the views of 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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