

Childminder report

Inspection date:

6 June 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 care of the dedicated childminder. They happily leave their parents and are eager to engage in play in this highly stimulating environment. Children feel safe and secure. The childminder skilfully plans the indoor and outdoor areas which keep children constantly engaged in meaningful learning. Children develop their understanding of nature and the wider world as they play. For instance, they walk along the brook and watch the river. Children observe litter pickers and understand the importance of caring for the environment. They are highly motivated. For example, older children manage challenges on large equipment. Young children learn to balance as they walk along uneven paths. This builds on children's excellent physical skills.

The childminder has high expectations for all children. Children are extremely kind and caring. For instance, older children independently help younger children achieve tasks, such as getting ready to go outside. Children's behaviour is exceptional. They are extremely polite and well mannered. They often use 'please' and 'thank you' without any prompting, for example when they share and receive toys with their friends.

The childminder places a strong focus on supporting children's speech and language development. Children develop a love for new vocabulary and languages. This is apparent when they identify sea creatures in Portuguese. All children, including those who speak English as an additional language, make the best possible progress in their learning.

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

- Children are immersed in a language-rich environment. The childminder links books to activities and events to promote children's language. Children use a wide range of vocabulary in their play. For example, they identify the 'stingray' and 'walrus' when the childminder uses them as props. They delight in describing how the walrus has 'long tusks'.
- The childminder leads with ambition. He works very closely with his co-childminder and assistant, demonstrating a strong commitment to improving outcomes for all children. For instance, they discuss the curriculum and children's development weekly. The childminder uses feedback and observations to identify any training to build on his outstanding practice. The assistant says she feels very well supported in her role. She appreciates the training and mentoring.
- Partnerships with parents are exceptional. Parents are kept fully informed of their child's progress by handovers, regular meetings and online platforms. Parents comment that the childminder's setting is outstanding. They appreciate

the regular newsletter which gives them information about the curriculum and activities to do at home. In addition, the childminder shares key points from research about child development and well-being. Parents say their children love attending and have strong bonds with the childminder and assistant. This promotes continuity of care and supports children's excellent progress.

- The childminder's quality of teaching and interactions with children is exemplary. He supports children to develop high levels of respect for other people's similarities and differences. For example, children learn about celebrations from around the world, such as 'Holi'. The childminder uses age-appropriate and creative ways to teach children information about the Hindu festival. For instance, children decorate and wear tee shirts in a range of colours. Children develop their small motor and creative skills.
- The childminder provides opportunities for children to experience and learn about seasons. They explore their local community and the wider world around them. For instance, he takes children on trips to the River Thames and a flower garden. Children look out of the window and observe the moving trees. They comment, 'Today is windy.' This builds on their exceptional vocabulary and understanding of cause and effect.
- The childminder supports all children to build an outstanding sense of well-being and confidence. For instance, external teachers attend the setting. Children participate in weekly drama sessions. This builds their self-esteem. They behave impeccably well. For example, children participate in relaxing yoga sessions. Young children listen to calming whale sounds. Older children concentrate as they follow the childminder's breathing instructions.
- The childminder actively promotes children's independence. For example, children peel fruit at snack time. They confidently use the steps to reach the sink and wash their hands. This builds on their confidence to manage their own self-care needs.
- Children have many opportunities to practise their hand-eye coordination. For instance, they use large and chunky chalks to write and draw on the ground outside. Children take great delight in shouting out the numbers as they jump on them. They develop their mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his assistant complete regular training to keep their awareness of child protection issues up to date. They have an excellent knowledge of the possible signs and symptoms of abuse and neglect. They show a good understanding regarding safeguarding concerns, such as radicalisation and breast ironing. The childminder knows how to identify and report concerns regarding an adult's conduct. He uses robust recruitment procedures to ensure that the assistant is suitable to work with children. Children have an excellent understanding of how to keep safe. For instance, they know they need to wear their high-visibility vests outside.

Setting details

Unique reference number	2629732
Local authority	Lewisham
Inspection number	10260185
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 4
Total number of places	12
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the London Borough of Lewisham. He holds a level 4 childcare qualification. The childminder also works with an assistant who is unqualified and a co-childminder. The childminder operates on Monday to Friday from 8am until 6pm.

Information about this inspection

Inspector

Angela Colman

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 his setting.
- The childminder spoke to the inspector about his intentions for children's learning.
- Relevant written documentation was reviewed.
- During the inspection, the inspector spoke to the childminder, assistants and children at convenient times and considered their views.
- The inspector and childminder carried out a joint observation and discussed the findings.
- The inspector carried out a learning walk with the childminder. She assessed the quality of interactions and the learning opportunities the childminder provides.
- The views of the parents were considered.
- The inspector viewed the indoor and outdoor learning environments

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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