

Childminder report

Inspection date: 27 June 2023

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

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They develop strong bonds with the childminder and her assistant, who are attentive and kind. The childminder plans activities to inspire children's learning and nurture their interests. Children are eager to learn. They work well with their friends and build tall buildings using construction resources. The childminder encourages children to share the resources and take turns to build their own building. Children shriek with joy as they play with cars and let them slide down the ramp. The childminder models language as the car travels down the ramp. Children repeat the new vocabulary as their cars slide down. They negotiate and take turns.

The childminder helps children to develop their communication and language skills. For example, during yoga sessions, children learn different positional language. They then retell the story of 'We're Going on a Bear Hunt' using actions to match the different vocabulary, such as 'under', 'over' and 'through'. The childminder and her assistant model good behaviour and conduct, and remind children gently about the rules. Children are familiar with the routines and expectations. They demonstrate good behaviour. Children are confident and have high self-esteem. For example, they proudly show their completed puzzles during an activity.

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

- The childminder and her assistant support children to develop good manners. For example, they remind children to say 'please' and 'thank you'. The childminder and her assistant have high expectations of children's behaviour and speak to children with respect and care. Children feel valued.
- The childminder plans a balanced curriculum to help children to develop their physical, communication and social skills. She works in partnership with parents and external professionals to close any gaps in children's development. The childminder works well with her assistant to monitor children's progress. They use their knowledge of each child to drive forward progress in their learning.
- The childminder and her assistant support children to manage their personal care needs. This helps to develop their confidence and self-esteem.
- Children develop their early mathematical concepts in preparation for school. For example, children learn to count and confidently count the pieces of fruit that they have at snack time. They also learn the vocabulary of shape and size.
- The childminder and her assistant model the use of language well. Children confidently talk about what they like doing, including yoga. They also engage in meaningful conversations with others. Children are respectful; they listen to others when they speak and wait to share their ideas. This develops their social interaction skills well. For example, children excitedly select books from the reading area. They explore the print and enjoy joining in during story time,

retelling the story confidently.

- Parents report that they are pleased with the support and learning their children receive. They value the variety of activities and opportunities the childminder provides in facilitating their child's development. Parents are particularly impressed with the level of communication and feedback shared about their child's progress.
- The childminder supports her assistant to develop her knowledge of the curriculum. She makes sure that she provides coaching and mentoring to develop their practice and consistently provides feedback to drive forward improvements. The assistant feels valued and well supported.
- The childminder links activities to children's prior learning to support them to build on previously taught skills and knowledge, encouraging them to recall past learning. However, she does not consistently encourage children to explore and apply their knowledge and skills when they play independently.
- The childminder has completed training on how to support children with special educational needs/and or disabilities (SEND) effectively. She understands the importance of accessing further training and working in partnership with parents and the local authority's inclusion and early years advisory team to support children with SEND.
- The childminder and her assistant discuss the importance of healthy eating to develop children's understanding of maintaining a healthy lifestyle. Children are encouraged to share the names of the different fruits and vegetables they like at snack time. The childminder and her assistant also develop children's understanding of the need for food and drink to gain energy. Children discuss what happens to their bodies after exercise.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of how to safeguard children. They have a good understanding of the symptoms and signs that might indicate a child is at risk of abuse. The childminder ensures that they keep up to date with mandatory safeguarding and paediatric first-aid training. She works well to support her assistant to develop a good understanding of safeguarding by discussing different themes and scenarios. The childminder and her assistant ensure that the environment is safe, hygienic and clean for children to learn and play in.

What does the setting need to do to improve?

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

- provide children with consistent opportunities for uninterrupted experiences to extend their independent learning.

Setting details

Unique reference number	2635068
Local authority	Lewisham
Inspection number	10295667
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 4
Total number of places	5
Number of children on roll	6
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. She holds a level 2 qualification in childcare and employs an assistant. The childminder operates all year round, from 6.30am to 5.30pm, Monday to Friday. She provides early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Honufa Begum

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 setting.
- The childminder gave a learning walk of the environment to the inspector.
- The inspector observed the interactions between the childminder, the assistant and children.
- The views of parents, children and staff were sought by the inspector.
- A joint observation of an activity was held with the childminder.
- The inspector held a leadership and management meeting with the childminder.
- Relevant documents were observed by the inspector.

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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Textphone: 0161 618 8524
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