

Childminder report

Inspection date: 16 August 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

The childminder considers the learning needs of all children when planning her environment. Children have access to a variety of spaces, including quiet areas and opportunities to play with other children. Children are able to choose where they play. For example, the childminder asks children if they would rather go in the garden or go on a walk. Children make choices about how they spend their time. They feel listened to as they express their likes and dislikes.

The childminder and her assistants plan activities that children find challenging. They support children to have a range of new experiences. For example, children explore their senses and develop their physical skills when creating cakes with play dough. They smell different herbs as they decorate their cakes. Children feel excited to discover and investigate new objects. They are curious learners who concentrate for long periods.

The childminder and her assistants support children to do things for themselves. They explain to children in a way they understand. The childminder and her assistants model patience as they give children time to complete tasks themselves. Children develop their self-confidence as they learn new skills. They persevere and try hard. Children behave well.

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

- The childminder and her assistants listen to children when planning a well-sequenced curriculum. They find out what children enjoy doing and create a flexible curriculum that changes with the needs of all children. Children help to plan their day in a way that builds on their existing knowledge and skills. They are well prepared for the next stage of their education.
- The childminder has a strong knowledge of child development. She uses this knowledge to plan challenging activities that children enjoy. The childminder understands how to plan activities which consider the learning needs of all children. Children reach their developmental milestones.
- The childminder and her assistants support children to develop their creative skills. Children enjoy creating artwork in the garden and exploring colours. Inside, children choose outfits to dress up in. Children engage in imaginative play with the childminder and their friends. They develop confidence as they learn to express themselves in different ways.
- The childminder understands how to support children with special educational needs and/or disabilities. She works with her assistants to identify children who have gaps in their learning. The childminder ensures that all children receive expert support when required to help them to achieve the best possible outcomes.

- The childminder and her assistants understand how children learn new language. They ask open questions and model new vocabulary in a way that children understand. However, during some focused activities, the assistants do not always give the youngest children support to use the new vocabulary that they have learned. This means that not all children have ambitious opportunities to use expressive language in focused activities.
- Care practices are effective. The childminder works with her assistants to ensure that they understand procedures. They effectively supervise children when feeding them, changing them and sleeping. Children are relaxed and happy in an environment where their care needs are met. They are ready to learn.
- The childminder plans daily opportunities for children to spend time outside. Children dig in the garden and play in the mud kitchen and water tray. The childminder understands that regular access to fresh air and exercise are good for children's physical health. Children develop their physical skills as they explore a range of natural environments.
- Parents are happy with the childminder's services. They report that their children make good progress with their learning. Parents say that their children are increasingly sociable and confident. They comment that the information they receive from their child's key worker helps them to extend their learning at home.
- The childminder is reflective of her practice. She plans opportunities to support her assistants to develop their teaching skills over time. The childminder regularly meets with her assistants to evaluate their practice. This helps her to identify areas for development for her assistants and herself.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the safeguarding issues that may affect children in their care. She has a range of robust policies and procedures to keep children safe. The childminder shares these effectively with her assistants. She understands how to ensure that adults are suitable. The childminder knows what action to take in the event of an allegation being made against an adult. The childminder and her assistants know how to report any concerns relating to children's safety and well-being to the appropriate authorities.

What does the setting need to do to improve?

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

- support all children to use their expressive language further.

Setting details

Unique reference number	2641092
Local authority	Lewisham
Inspection number	10301072
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	0 to 3
Total number of places	11
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She works in Brockley in south east London. The childminder operates for 48 weeks of the year, from 8am until 6pm, Tuesday to Thursday. She holds an appropriate early years qualification at level 3 and works with two assistants. The childminder offers funded early education to 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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, the assistants and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of the assistants.

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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