

Childminder report

Inspection date: 24 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

This highly qualified childminder ensures children access rich, stimulating play opportunities where they delight in their learning. The childminder allows children to freely choose play resources, which they do with confidence. For example, children play in the role-play area with the toy kitchen, pots and pans along with real vegetables. They pretend to cook meals, which they share with the childminder. The childminder engages children well in discussions about what they are doing. Younger children are given time to express themselves as they babble, giving the childminder strong eye contact as they speak. The childminder sits on the floor with the children and listens intently before she responds with words. This helps to encourage children's communication and positive relationships very well. The childminder sequences activities well to help build on children's prior learning. For example, young children remember the different parts of their face, as they join in discussions and activities about themselves. The childminder explains that they have been learning 'all about me' to help children understand what makes them unique.

The childminder develops warm, caring relationships with children, which helps them feel safe. Children are all included. They know the routines well. For instance, children know to help tidy up and wash their hands before sitting at the table for a snack. The childminder teaches children to listen to each other, to share and cooperate, which they demonstrate well. She has high expectations for all children and helps them develop a positive sense of self.

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

- The childminder has a strong understanding of how to provide children with enjoyable experiences to help them make good progress. She plans around children's interests, building on what they already know and can do, to capture their enjoyment, challenge their skills and motivate their learning.
- She places a high focus on supporting children's communication and language. For example, during her playful interactions, the childminder increases children's vocabulary and introduces new concepts and ideas. Children enjoy conversations and are often intrigued and ask questions.
- The childminder builds strong relationships with parents and works closely with them to help identify any areas where children may benefit from additional support. For example, she offers advice and guidance on issues such as supporting children's confidence, self-assurance and toilet training. She regularly obtains the views of parents to help her evaluate and adapt the service she offers. The childminder provides flexibility to help support parents and prioritises the welfare of their children. She ensures a range of information is gathered from parents about their child. This includes any special dietary requirements,

which are precisely implemented.

- Children are taught to respect others' similarities and differences. They are encouraged to talk about what makes them unique. For example, children confidently talk about the colour of their eyes and hair as they participate in activities. Children have ample opportunities to explore their local area during outings. They learn about different cultural festivals and celebrations.
- The childminder fosters children's independence and emotional well-being effectively. She allows them to make choices and serve themselves at snack time. The childminder encourages healthy habits, such as handwashing. She promotes children's good health, ensuring snacks and meals are healthy and freshly prepared. Children help themselves to water when they are ready. However, more consideration needs to be given to supporting children's large motor skills when indoors, to help enhance their physical skills further.
- The childminder supports children's mathematical development. She talks about different measurements with the children, such as, 'tall', 'big' and 'small'. Children are beginning to identify shapes. However, the childminder does not identify, and use, opportunities to enhance children's counting skills as well as possible, to extend their learning to even higher levels.
- The childminder ensures the spaces used by children are risk assessed, to ensure that they are consistently safe. Children are supervised well. They know to sit while they eat, which helps them to understand how to keep safe.
- Children are encouraged to become resilient, with good support from the childminder. Older children show determination as they focus and persevere to work out how the different pieces of puzzles fit together, to make a complete picture. They show great pride on completion.

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:

- provide more opportunities when indoors to support children's large motors skills and enhance their physical development
- use opportunities to build on children's counting and number skills.

Setting details

Unique reference number	2658248
Local authority	Lewisham
Inspection number	10347111
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She works in the New Cross area in the London Borough of Lewisham. The childminder is available Monday to Thursday, from 8am to 6pm, all year round. She holds a qualified teacher status qualification and works with a co-childminder. She offers early funded education for two,-three - and four - year old children.

Information about this inspection

Inspector
Marvet Gayle

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 inspector and the childminder completed a learning walk together. They discussed the curriculum for children and the rationale.
- The inspector observed the quality of teaching during activities and evaluate the impact this has on children's learning with the childminder.
- The childminder provides relevant documentation on requests, which the inspector viewed and considered.

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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