

Childminder report

Inspection date: 12 September 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

The childminder provides children with plenty of care and attention. He is dedicated and enthusiastic, which ensures that children thrive and feel a sense of belonging. The childminder provides a well-organised and stimulating environment. He creates a curriculum built around the individual children's interests and what they need to learn next. For example, when children show curiosity in equipment that moves, the childminder spends time exploring this with them. He goes on to provide them with other resources that also move, which thoroughly captures the children's attention.

The childminder develops strong partnerships with families from the start. He has well planned, flexible induction arrangements that are based on the needs of his families. The childminder is mindful in how he interacts with children who are still settling. He follows their lead to help them feel secure. For example, younger children like to keep their coat on when they start exploring the environment. The childminder is considerate of this and does not rush the process of taking coats off. The childminder is a positive role model for children and, as such, the behaviour of children is good.

The childminder ensures that children have good opportunities to explore, learn and have fun. For example, children enjoy walking to the local park, where they develop their physical skills. This supports children's physical health and well-being while learning about the wider world.

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

- The childminder reflects on his provision. He creates strong partnerships with other professionals and engages in continuous professional development to extend his knowledge and skills. For example, recent training around following children's style of learning has strengthened his confidence in his approach to delivering the curriculum and to following the lead of the children.
- The childminder provides children with age-appropriate activities that support their development well. Children are fascinated by the magnetic blocks and what happens when they connect them together. Younger children show an interest in letters and sounds and confidently identify and name the letters that they see on the wall. The childminder then encourages them to name the letters that are on his jumper. However, he does not always incorporate other areas of learning, including mathematical concepts as much as possible, such as counting and shape.
- The childminder knows the children well. He talks in depth about what children are learning and what they need to learn next. For example, through observations, he understands that some children will benefit from more time

outside to help them develop their physical skills and awareness of their surroundings.

- Parents are very positive about the childminder's provision and the care their children receive. They comment on how much their children have learned in a short space of time. They feel the childminder communicates well and, together, they share information with each other to create a strong partnership.
- Children's communication skills are developed effectively. During playtime and exploration, there are plenty of discussions, and the childminder clearly repeats words back to the children, which encourages them to communicate. Overall, teaching is good. The childminder is clear about what he wants children to learn and why. However, on occasions, he does not always extend and expand on children's learning as much as he could. For example, during walks within the local community, children enjoy feeling the leaves on the trees and the colours they can see. They show an interest in their environment. The childminder does not consistently build on these interests as much as possible to support children's critical thinking skills even further.
- Children learn about healthy eating and healthy lifestyles. The childminder provides healthy snacks, such as fruit, and ensures that children have access to fresh water. He supports parents in how to prepare healthy lunches for children to bring in. Children are independent, and they enjoy doing things for themselves. For example, children show determination as they peel their own banana at snack time.
- The childminder supports children's physical development well. For example, during the walk to the park, children show great enjoyment as they balance on a low-level wall, while holding the childminder's hand. The childminder is encouraging, as he teaches children the best approach to climbing up the climbing frame. He offers praise and support but gives children the opportunities to practise in their own way. He fully participates in children's play. For example, they smile and laugh as they come down the slide together.

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:

- strengthen how mathematics is implemented through the curriculum so that children develop their understanding of number and shape even further
- improve the quality of interactions to give children more time to develop their critical thinking skills and extend their learning even further.

Setting details

Unique reference number	2672228
Local authority	Southwark
Inspection number	10350705
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	2 to 14
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Peckham, in the London borough of Southwark. He operates all year round, from 7am to 6pm, Monday to Sunday, except for family and bank holidays.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The childminder spoke to the inspector about his intentions for children's learning.
- The inspector observed activities, indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate.

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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