

Childminder report

Inspection date: 25 October 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy to attend the childminder's and settle quickly. They confidently separate from their parents at the door and demonstrate they feel safe and secure. Children enjoy cuddles and respond affectionately as they receive a warm welcome from the childminder and her assistants. Children confidently explore the well-organised environment and make choices in their play. Babies enjoy pushing buttons and responding to voice-activated toys. Toddlers show determination as they persevere with shape sorters, which increases their problem-solving and fine-motor skills. Children respond well to interaction and praise from the childminder. They smile and clap at their achievements, which helps to raise their self-esteem and promotes a positive attitude to learning.

The childminder and assistants have high expectations for all children, including those with special educational needs and/or disabilities. Children learn the rules with support and understand they need to be kind to their friends. Children behave well. They are given gentle reminders when they forget to share and respond well. Children learn about their emotions and the feelings of others. They engage in conversations, share stories and watch the childminder and her assistants role model positive behaviour. The childminder and assistants are attentive to children's needs, which supports their emotional well-being.

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

- The childminder and assistants know the children well. They plan a broad curriculum to follow children's interests and build on their starting points. Regular observations and assessments help identify any possible gaps in learning quickly. This ensures all children make good progress and prepares them for their next stage of learning.
- Children's communication and language skills are given a high priority. The childminder and assistants actively support diversity. They encourage children's use of their home languages alongside learning English. Children benefit from daily singing, sharing stories and conversations. This helps them learn new vocabulary and become confident to share their ideas.
- Parents share their views of their experiences at the childminder's. They are happy with the service she provides and the care and education their children receive. Parents are updated daily on their children's routine and learning and acknowledge their children are making good progress. However, next steps and ideas to continue learning at home are not shared consistently with all parents, to further support children's development.
- Children are given opportunities to practise and extend their fine-motor skills during activities. For example, they spread glue, use paint brushes and cut with scissors. However, their independence is not always fully promoted. The

childminder puts on coats and aprons, holds bottles and feeds younger children, rather than encouraging children to try for themselves to develop their independence and self-help skills.

- The childminder and assistants teach children about healthy lifestyles. They have daily opportunities to play outside and extend their physical skills and coordination. Children help to grow vegetables and eat nutritional meals, which increases their understanding of healthy choices. Children follow good hygiene routines and learn about oral health.
- The childminder and assistants plan activities to help children understand and celebrate cultural and religious festivals. For example, children make Diya lights and learn about the festival of light for Diwali. This helps children learn about diversity and develop an understanding of their local community and the wider world.
- The childminder and assistants support children's mathematical skills throughout routines and activities. For example, children use their fingers to count during singing and identify numbers. Outside, children use spoons to measure and fill containers and draw shapes with chalk. Older children help rake leaves into piles and learn about size and quantity, which challenges their thinking.
- The childminder evaluates her practice regularly to ensure she is providing good quality care and education. She monitors her assistants and identifies any training needs. Toys are rotated to maintain interest and views are sought from children and parents to help make improvements. The childminder and assistants regularly update their knowledge to build on their existing skills and increase their teaching to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibility to safeguard children. They use risk assessments and daily checks to ensure the home is safe. The childminder and assistants supervise children and maintain ratios. They give reminders about safety and limit screen time. The childminder and assistants have completed safeguarding training, including the 'Prevent' duty. They recognise signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder has procedures in place and would record and report any concerns regarding a child's welfare. Suitability checks are in place for all adults living and working in the household.

What does the setting need to do to improve?

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

- increase opportunities for children to practise and develop their self-help skills to promote their independence

- consistently share next steps and ideas to continue learning at home with parents to help children make rapid progress.

Setting details

Unique reference number	EY101028
Local authority	Lewisham
Inspection number	10234607
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	6
Number of children on roll	8
Date of previous inspection	8 December 2016

Information about this early years setting

The childminder registered in 2002 and lives in the London Borough of Lewisham. She provides care from Monday to Friday, between 8am to 6pm, throughout the year. The childminder works with two assistants, one of whom holds a level 3 childcare qualification. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Craig

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 this into account in their evaluation of the childminder.
- The childminder and inspector completed a learning walk and discussed how the childminder organises the curriculum and what she wants children to learn.
- Children spoke to the inspector about their time at the setting.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability checks for all adults in the home.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022