

Childminder report

Inspection date: 21 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a homely setting, and she supports children's learning through their play. She continually reinforces children's previous learning. The childminder gives children new information and supports them in a way that builds their confidence. Children feel comfortable in the setting due to the high levels of care they receive. Parents comment positively on the support their children receive. They say their children enjoy coming to this setting.

Children are happy and safe in this setting. They follow instructions and know the routines of the setting well. From a young age, children learn to independently attend to their own needs. For example, children take their plates to the kitchen when they have finished eating. Older children use the toilet independently, and younger children learn to feed themselves. The childminder teaches children about being healthy. For instance, children take part in activities that help them to understand about how to care for their teeth.

Children are interested and motivated to take part in activities. For example, older children try hard and persevere to complete jigsaws. Younger children concentrate when sorting shapes. Children explore and investigate rice. They develop their coordination as they pour it between different containers. Children are confident communicators. They engage in conversations and chat with the childminder about their home experiences.

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

- This childminder develops children's language and communication throughout all activities. She talks to children and encourages them to learn a rich and wide vocabulary. The childminder sensitively models the correct pronunciation of words to children.
- The childminder teaches children about numbers and shapes. For example, she encourages children to recognise shapes in real situations and when they complete jigsaws. Older children learn to count in meaningful contexts.
- Parents report that the childminder supports their needs. They comment that she regularly communicates with them so that they are aware of how their children are on a daily basis. Parents say that the childminder takes their children's individual needs into account and supports their children well. They describe the childminder as caring and professional.
- The childminder provides children with a wide range of positive activities. For example, children enjoy trips to museums, libraries, playgroups and the cinema. These experiences help children to mix with other children of their age and develop their understanding of the world around them.
- The childminder is aware of children's individual care needs. She uses language

positively to support children with difficulties to be confident in speaking. The childminder takes time to listen to children and adapts her setting to support the needs of the children and their parents.

- The childminder teaches children how to behave well. For example, she encourages children to take turns when playing. Children learn to play with each other, share and listen to instructions.
- The childminder provides an environment that supports children's healthy living. She provides healthy foods and snacks. Children have opportunities to develop their physical skills while playing outdoors in the fresh air.
- The childminder plans activities that interest children and help them to make progress. She works with parents to identify what children need to learn next. However, during some group activities, the childminder does not consistently identify individual children's next steps in learning to help them make even more progress.
- The childminder recognises when children need further support in their development. She signposts parents to other professionals, such as speech and language therapists. The childminder advises parents of groups in the community they can take their children to.
- The childminder supports diversity. She provides activities that allow children to gain wide and varied experiences, regardless of their backgrounds. The childminder uses words in children's home languages, which helps to extend their communication.
- The childminder makes sure that she keeps her knowledge up to date, including safeguarding and first aid. She networks with other childminders to share ideas of good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She has policies and procedures in place to support her knowledge. The childminder is aware of the signs and symptoms of abuse. She understands about a range of safeguarding matters, such as 'Prevent' duty. The childminder is also aware of how to report any concerns about a child's welfare. Parents report that they feel their children are safe with the childminder, both in the setting and during trips.

What does the setting need to do to improve?

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

- plan more precisely and accurately for what children need to learn next during group activities.

Setting details

Unique reference number	EY137264
Local authority	Lewisham
Inspection number	10263481
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2002. She lives in the London Borough of Lewisham. The childminder offers care all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Afulenu Nwabuzo

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 childminder.
- The inspector met with parents as they arrived to gather their views.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector around the setting, explaining how she uses the different areas to promote children's learning.
- The inspector undertook a joint observation with the childminder to discuss the quality of education in the setting.
- Throughout the inspection, the inspector had conversations with the childminder to clarify why and how she planned the activities and what children were learning.

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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