

Childminder report

Inspection date: 16 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 are very happy and secure at this setting. They develop extremely strong bonds with the childminder and with each other. Children display high levels of confidence and ownership. They move easily around the premises, selecting the toys they wish to play with. The childminder provides a wide range of resources for children to choose from. She organises her premises very well, to support children's rapidly developing independence. Older children show incredible kindness towards the younger children, and the childminder praises their thoughtfulness. For example, older children help the childminder to check on sleeping babies. Children choose from the wide range of books provided by the childminder. They develop a love of books and reading as they sit with the childminder and enjoy sharing their favourite stories. Children are extremely sociable. During the inspection they played well together and involved the inspector in their play. Children make good progress in their learning. The childminder knows children very well and makes accurate assessments of their progress. She plans a balanced curriculum that covers all areas of learning. Her interactions with children are warm and nurturing. However, on occasions, the childminder misses opportunities to fully extend children's learning. Children communicate well, and they express their ideas clearly. The childminder promotes their excellent self-esteem, as she listens to them and takes their opinions into account.

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

- Children are exceptionally well behaved. The childminder takes every opportunity to promote children's empathy. For example, when children play with small-world characters, she encourages them to think about how the characters might feel. Consequently, children display an exceptional understanding and respect for the feelings of other children. Older children make genuine attempts to share and take turns with younger children.
- The childminder supports children's learning, as she involves herself in their play. However, she occasionally misses opportunities to ask sufficiently probing questions, to help fully challenge children's thinking and build on what they already know.
- Children's literacy skills are well supported. Children confidently retell their favourite stories. They can find the beginning and end of a book and turn the pages singly. Children display an awareness of print at an early age.
- The childminder fosters trusting relationships with parents. She shares her policies and procedures with them so they are well informed about how she supports children's health and well-being. The childminder works closely with parents to meet children's needs. For example, they work together to provide consistency when managing children's behaviour. The childminder provides parents with regular information about their children's progress.

- Children's health is very well promoted. The childminder supports children to learn about the importance of a healthy diet. For example, when playing with dolls, children discussed with the childminder whether biscuits or broccoli would be healthier for babies to eat. The childminder has robust precautions to prevent the spread of infection. She provides children with paper towels and antibacterial soap to wash their hands with. She supervises children closely when washing their hands before lunch and talks to them about the importance of using soap. Children learn the importance of good hygiene routines and enjoy regular opportunities for fresh air and exercise. The childminder takes children outside every day. They regularly visit local parks and woods where they have opportunities to learn about nature and develop their physical skills.
- The childminder fosters children's language skills well. Children are confident communicators and display a growing vocabulary, as the childminder consistently introduces new words as they play. She models language well so children hear the correct pronunciation.
- The childminder skilfully and thoughtfully promotes equality throughout her practice. She carefully ensures all children feel highly valued and included. The childminder promotes children's excellent self-respect, as she teaches them the language of feelings. Consequently, they learn to express themselves confidently and effectively. The childminder listens very attentively when children express their opinions and actively seeks their views. For example, when undertaking a recent parent survey, she also included a questionnaire for children.
- The childminder expertly helps children to acquire a deep understanding of diversity and differences. Children learn to value their own and other cultures as she supports them to share their family celebrations and festivals with the other children. The childminder provides a rich variety of resources and activities which enhance children's awareness of other families and communities. For example, she takes children on a wide variety of trips to libraries, playgroups and children's centres where they meet and play with many different children and their families. She further promotes children's understanding of equality and diversity through age-appropriate discussions, as she reads books with them such as 'It's Okay to be Different'.
- The childminder has good systems to monitor children's progress. She undertakes regular assessments and uses these effectively to identify the next steps for children's learning. She plans a broad range of activities which promote children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of safeguarding issues and keeps her training up to date. She is aware of the different types of abuse and knows what action to take should she be concerned about the welfare of a child. The childminder has undertaken training on the 'Prevent' duty and knows the signs which might indicate a child is being radicalised.

What does the setting need to do to improve?

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

- make effective use of opportunities to further challenge children's thinking skills during activities, to promote their learning to the highest level.

Setting details

Unique reference number	EY220754
Local authority	Lewisham
Inspection number	10064566
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2003. She works from her home in Catford, in the London Borough of Lewisham. The childminder works Monday to Friday, from 8am until 5.30pm, all year round.

Information about this inspection

Inspector

Anita Rickaby

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider/setting. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The childminder accompanied the inspector on a tour of her home and explained how she organises her provision.
- The inspector took into account written information supplied by parents.
- A sample of documentation was reviewed including first-aid certificates and suitability checks.
- The inspector observed interactions between the childminder and children and discussed the progress of individual children.

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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