

Childminder report

Inspection date:

21 September 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they enjoy being in the childminder's care. They show that they build warm relationships with the childminder and each other. For example, children demonstrate positive interactions and share humour with the childminder and their friends. Younger children enthusiastically complete tasks alongside their older peers and demonstrate very high levels of independence. They behave very well, show care and consideration for others and they listen to and follow instructions well. Children express their views clearly and with confidence. They listen to the ideas of their friends and have frequent opportunities to make choices about what to do. Children have regular opportunities to extend what they know beyond their immediate environment. For example, the childminder takes children to visit museums and farms.

Those children who have recently moved on to school receive good support to build on their skills. For example, they use lolly sticks to smother lard on bird feeders that they create. This helps children to develop and strengthen the small muscles in their hands that they later need for writing. Children recognise numerals, count and sort items as they play with weighing scales. They develop an emerging understanding of how things work, for example as they experience older peers working out how to program electronic toys. Children respond well to the childminder's high expectations of them. For example, without being prompted, they eagerly check lists and willingly complete allocated daily tasks, such as helping to prepare for meals. Children often decline the childminder's offers of help and support, determined to solve problems, and attempt to do things for themselves. Children's moves to school are well planned and they become extremely confident and independent learners.

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

- The childminder works closely with parents and other professionals to help her support children's development needs well. She gathers a range of information from parents about what children do when away from her setting. The childminder includes parents in her assessments of their child's learning and communicates well with school staff. This helps her to plan effectively for children's learning.
- The childminder uses effective strategies to help children to put on their own coats. Children very quickly achieve independent self-care. They verbalise their ideas and are keen to do things for themselves, such as when they serve meals to their friends. Children speak with unfamiliar adults about what they do and show that they have very high levels of confidence in their abilities.
- The childminder plans enjoyable and challenging activities which are based on children's interests, ideas and current events. She demonstrates effective

teaching skills and makes good use of spontaneous learning opportunities to help children make connections with what they already know. Children show very high levels of respect and consideration for others. They display good humour during their interactions with the childminder. For example, children giggle as the childminder sings, 'Zoom, zoom, we're going to the moon,' as they speak about rockets.

- The childminder provides good opportunities for children to build on their literacy skills. Children select accessible books to enjoy. They name the different species of birds that they see on display and recognise the names of their friends while helping to set the table. The childminder supports children well to develop skills they need for school.
- The childminder uses a broad range of resources within her community and beyond to extend children's learning, such as taking children swimming. She plans activities to help children understand more about some well-known celebrations and religious events, such as Eid, Halloween and Chinese New Year. Opportunities for children to recognise, value and share their own languages and backgrounds are less well planned. Nonetheless, children demonstrate that they respect the views of those with differing skills and abilities.
- Parents appreciate the remote-learning activities that their children enjoyed while the childminder's setting was closed. They speak highly of the frequent outings that their children experience which help them to learn more about nature and the wider world. Parents greatly value the flexible and responsive service that the childminder provides.
- The childminder makes good use of her links with other practitioners and advisers to help enhance her service. She takes steps to keep up to date with current developments and seeks verbal feedback from parents and children. The childminder is committed to developing her professional practice. This contributes to the good level of service that she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge. She has a good understanding of the potential risks posed to children, including the possible exposure to extreme views, unsafe use of technology or domestic violence. The childminder knows how to correctly respond to concerns about a child's welfare, including if an allegation against her or a family member is made. The childminder has a good understanding of how to access additional support for families who may need it. She knows where to seek safeguarding advice and support. The childminder implements procedures, such as risk assessments, effectively in her home and when on local outings. She knows how to respond in a medical emergency.

What does the setting need to do to improve?

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

- extend opportunities for children to value and share their own backgrounds and languages.

Setting details

Unique reference number	EY221758
Local authority	Southwark
Inspection number	10138217
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	3 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	9 June 2016

Information about this early years setting

The childminder registered in 2003. She lives in the Camberwell area of the London Borough of Southwark. The childminder operates her service on weekdays, from 8am until 6pm, all year round.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The childminder showed the inspector around the areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector spoke with the childminder, parents and children at appropriate times.
- The inspector looked at documents. These included evidence of the suitability of the childminder and household members and evidence of the childminder's professional development.

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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