

# Childminder report

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Inspection date: 24 March 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a welcoming and homely environment where children feel happy, safe and secure. She plans the learning spaces to ensure that children have access to a wide range of activities both inside and outside. The childminder follows children's interests to support the next steps in their learning. Children enjoy being outside and exploring the different aspects of the childminder's community garden. They confidently choose resources to extend their play. For instance, children select the scooters to take outside. They skilfully maneuver around the spaces and weave between each other. Children know the areas they must stay in to keep safe. Children are thriving in their development and are making good progress, including those who may receive additional funding. They behave well and learn about boundaries and the childminder's high expectations. Children enjoy using different art resources, exploring textures, and take time to gather and count sticks. They develop their early mathematical skills.

Children are patient and constantly show kindness to their friends. They use good manners and say 'please' and 'thank you'. Children demonstrate their independence as they take off their shoes, and wash and wipe their hands. They skilfully manage their knives and forks during mealtimes. Young children show great determination and resilience as they cut their own food. Children develop skills they will need when they go on to school.

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

- The childminder continues to build on her safeguarding knowledge, for example by researching current child protection issues. However, she does not have a precise enough focus on her professional development when considering how to extend learning for what children need to do next. This would further develop and drive improvements at the highest level.
- Parents really appreciate the attention the childminder places on supporting children to develop a healthy lifestyle. They comment on how she provides children with healthy, home-cooked meals every day. Children learn about the impact of food and water on their bodies. They discuss what can happen to their bodies during hot days and why we need to drink water.
- From an early age, children are encouraged to be independent and communicate their needs and preferences. For instance, they discuss what vegetables they would like with their meal. Children talk about having 'runner beans' and 'crunchy carrots'. They are skilled at negotiating and making decisions with the childminder and their friends.
- The childminder has high expectations for all children and is a good role model. She encourages children to explore the environment during all weathers. This gives them a wealth of experiences. In addition, children go on regular trips in

the local community and to the adventure playground. They have the opportunity to socialise, climb and balance. Children are developing their physical skills and building on their emotional well-being.

- The childminder supports children's communication and language skills well. Children discuss and name the types of plants they find outside. They use their senses and study what they find. The childminder makes use of questions to extend children's language, thoughts and understanding, for instance by asking them why plants need a stalk. This helps to build on what children already know.
- The childminder implements an effective curriculum for children. For instance, young children develop their early mathematical skills. They compare different lengths of objects, while older children take great delight in counting from one to 20, and are learning how many seconds are in a minute.
- Children learn about nature and the wider world. For example, they understand the importance of not picking flowers to help save the bees. In addition, children extend their vocabulary, using words such as 'nectar'.
- The childminder works closely with parents before children start. She gathers information about children's development, likes and dislikes, gives parents daily updates and shares children's progress, including the progress check for children at age two. All children, including those who receive funding, make good progress. They develop useful skills to prepare them for the next stage of their education.
- Children's behaviour is good. They listen and follow instructions. Children are caring towards their friends. They confidently take time alone to rest and read from a broad range of books before joining their peers during imaginative play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high priority on children's safety. She carries out daily risk assessments inside her home and in the community garden. The childminder has a good understanding of her responsibility to safeguard children and the procedures to follow should she have any concerns about a child's welfare. She can identify signs that a child may be at risk of harm or abuse. This includes protecting children from the influence of extremist views. The childminder introduced all safety measures, in line with guidelines, to keep children safe during the COVID-19 pandemic, and helps children to understand why these are in place.

## What does the setting need to do to improve?

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

- enhance the self-evaluation process to clearly identify professional development opportunities to develop teaching practice, in particular how to further build on what children already know and can do.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY242466                                                                          |
| <b>Local authority</b>                             | Southwark                                                                         |
| <b>Inspection number</b>                           | 10146985                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 18 July 2016                                                                      |

## Information about this early years setting

The childminder registered in 2003 and lives in Nunhead, London. She operates all year round, from 8.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a level 3 early years qualification.

## Information about this inspection

### Inspector

Angela Colman

## 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 setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about how she plans her curriculum and how she shares children's achievements with their parents.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder discussed her aims for the activity and the impact on children's learning during a joint observation.
- The inspector assessed the effectiveness of safeguarding and held a leadership discussion with the childminder.

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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