

Childminder report

Inspection date: 23 July 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a nurturing, calm and enjoyable atmosphere for all children. She meets children with a warm welcome as they arrive. Children happily leave their parents and greet visitors with a confident 'hello' and are self-assured. They show that they are emotionally secure and feel safe in the care of this very experienced childminder. She is extremely calm in her nature and a positive role model. The childminder supports all children to behave well. For example, she encourages children to play together so that they are always included, and she very confidently gives clear explanation. For instance, she explains to older children that their actions may have consequences. Consequently, children demonstrate positive behaviour.

The childminder plans many opportunities to help promote children's sense of self in their local community, and to further support their social skills. For example, she plans weekly trips to groups so that children can meet with other children, and she joined a large community picnic to celebrate the end of the summer term.

The childminder shows good teaching skills when supporting children's communication and language development. For example, she encourages children to express themselves, skilfully introduces new words while she reads stories to them, and comments on their play. This also helps to further extend their vocabulary and to promote a love of books. All children make good progress and communicate their needs and wants with confidence.

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

- Children build very warm relationships with the childminder. They thoroughly enjoy her company as she reads a story to them about a hungry caterpillar. Children listen intently and take turns in conversations and confidently use new words such as 'cocoon' and 'chrysalis'. Older children successfully make links to the story and a recent trip to the butterfly house at a local museum. Children are eager and motivated learners.
- The childminder skilfully sequences activities and opportunities to ensure that all children fully participate and make good progress. For example, older children are very engaged as they paint intricate pictures to represent a caterpillar. Young children thoroughly enjoy different textures as they create handprints, and the youngest children are fascinated at the marks they make with sponges and paint. All children have a positive attitude to their learning.
- All children confidently engage in physical activities planned by the childminder to meet their individual needs and interest. For example, children excitedly crawl through a pop-up tunnel and keenly kick balls. This helps to further promote their physical skills and abilities.

- The childminder's interactions with children are very positive, and, overall, she extends their learning well. For instance, she skilfully encourages children to count the different food the caterpillar eats, to help to promote early mathematical skills. However, the childminder does not frequently improve children's learning as they play, to raise outcomes for children to the highest level. For instance, occasionally, children play alone and they find their own learning.
- Overall, the childminder's curriculum helps to develop children's skills in all areas of learning well. She provides them with meaningful learning experiences to help to meet their individual learning needs. For example, the childminder provides opportunities for children to use technology and to develop their independence skills to a good level, overall. However, the childminder does not consistently remind older children to wash their hands after they independently use the toilet. This does not always help children to embed and consistently follow good hygiene practices to enhance their self-care skills.
- Partnership with parents is very effective. For example, the childminder communicates with parents daily and encourages them to continue their children's learning at home. Parents praise the childminder for her high standard of care. They comment on how prepared children are for their next stages in learning and when they move on to school, such as with social skills, independence and confidence.
- The childminder understands the importance of working effectively with other professionals. For example, she regularly shares important information with teaching staff at nurseries and schools that children also attend, for a consistent approach. The childminder knows who to contact if she has a concern about a child's learning and development to ensure that children with gaps in their learning receive targeted support to help them to catch up quickly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen procedures for hygiene practices to further enhance older children's understanding of good hygiene routines, particularly when they independently use the toilet
- enhance the frequency of interactions, to be more consistent in supporting children's learning, what they know and can do.

Setting details

Unique reference number	EY250623
Local authority	Southwark
Inspection number	10351779
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	4
Date of previous inspection	16 October 2018

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Southwark. She offers care Monday to Wednesday, during term time only. The childminder holds a childcare qualification at level 3. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- Children spoke to the inspector during the inspection, and the inspector took account of parents' views.
- The childminder and the inspector discussed how the curriculum had been implemented during morning activities and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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