

# Childminder report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 4 February 2019 |
| Previous inspection date | 14 June 2016    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| Effectiveness of leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children                                         |                         | Good        | 2        |

## Summary of key findings for parents

### **This provision is good**

- The childminder enthusiastically provides a fun and inviting environment, where children make independent choices in their play. They are happy and keen learners, who eagerly participate in the wide range of age-appropriate activities on offer.
- Children build strong relationships with the caring and supportive childminder, who gets to know them well. She uses observations to identify children's interests and assesses their starting points, which she shares with parents. Children make good progress in their learning and development.
- The childminder values diversity and celebrates cultural differences. She gathers information from parents when children start and plans activities to teach children about different cultures and festivals around the world. This helps to raise their self-esteem and means that children learn respect for each other.
- The childminder provides a safe environment and uses robust risk assessments to maintain this high standard. Children learn about safety in the childminder's home and the local environment. The childminder extends learning opportunities as they practise road safety on trips and fire evacuation procedures, and as they use role play to pretend-call 999 for an emergency.
- Partnership working with other professionals is strong. The childminder liaises with other settings that the children attend. She communicates well with the children's key persons and shares next steps to support continuity in learning for children.
- The childminder communicates well with parents daily. She provides them with updates about their children's care and learning, which supports the children's emotional well-being.
- Although the childminder completes regular assessments of children's developmental progress, this is not consistently shared with parents to support ongoing learning at home.

## What the setting needs to do to improve further

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

- consistently share assessments with parents to ensure a shared approach to supporting children's learning even further.

### Inspection activities

- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector looked at children's developmental journals and sampled policies and procedures.
- The inspector looked at areas of the home used for childminding and checked the suitability of adults in the household.
- The inspector read written views from parents and took these into account.
- The inspector held discussions with the childminder at appropriate times during the inspection.

**Inspector**  
Helen Craig

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder regularly renews her child protection training and can demonstrate her knowledge of the procedures she needs to follow if she has any concerns about a child's welfare. The childminder seeks the views of parents to support her in reviewing her practice and making improvements to her provision. For example, recent changes to the driveway have made the area safer for children when travelling by car. The childminder has addressed recommendations from the previous inspection and gained skills and knowledge through accessing training to find out how to make teaching even better. As a result, children's assessments are precise and accurate and now linked to the characteristics of effective learning. The childminder uses 'wow' moments to recognise and promote children's achievements.

### Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn. She observes, assesses and tracks children's progress well. The childminder plans enjoyable and exciting activities which motivate children to participate and learn. The childminder interacts with children extremely well. She uses conversation and questions skilfully to extend children's learning. For example, as children engaged in super hero craft activities, the childminder introduced new words, and they learned about different shades and colours while they experimented with mixing paint. Mathematical concepts are introduced as children play with animals. The childminder supports older children to match pairs, discuss different features and categorise them by size and colour. Younger children count, name some animals and repeat the noises they make.

### Personal development, behaviour and welfare are good

The childminder encourages children to be independent and initiate their play. They choose activities and help themselves to resources. Older children dress themselves in role-play costumes, pour cereals into their bowls, cut and peel fruit at snack times and blow their own noses. Younger children wash their own hands, feed themselves and turn the pages in the book when sharing stories. The childminder is a positive role model, she speaks to children in a calm, reassuring manner and promotes British values throughout her practice. Children listen to the childminder, behave well and show respect for their friends. The childminder provides the children with opportunities for physical exercise daily. The children access the garden and attend local groups in the community.

### Outcomes for children are good

Children gain skills to help them prepare for school. They share resources and take turns as they play throwing and catching games. Older children practise cutting skills with scissors and learn phonics sounds as they practise the letter of the week. They develop early literacy skills as they write their names. They learn the months of the year and count the days until their birthdays. Younger children count their fingers as they experience hand painting.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY262918                                                                          |
| <b>Local authority</b>             | Lewisham                                                                          |
| <b>Inspection number</b>           | 10064573                                                                          |
| <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</b>       | 1 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 7                                                                                 |
| <b>Date of previous inspection</b> | 14 June 2016                                                                      |

The childminder was registered in 2012 and lives in the London Borough of Lewisham. She operates all year round from 7am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

