

Childminder report

Inspection date: 23 January 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

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 arrive happily, eager to join in play with their friends. They show strong bonds with the childminder as they separate from their parents with ease. Children's learning about expectations of their behaviour is promoted effectively. Children behave well and take turns and share during play. The childminder tells children about the activities planned for the day, including what is happening now and what they are doing next. Consequently, children actively follow the daily routines and are purposefully engaged in play.

The childminder provides a well-sequenced curriculum that stems from her knowledge of each child's individual learning needs and interests. Children share their ideas for topic themes, and the childminder plans relevant activities that promote all areas of learning. For example, children's interest in dinosaurs is enhanced during a thread of activities throughout the day. They enjoy stories and songs about dinosaurs where the childminder incorporates counting and discussions about 'big', 'small', 'long' and 'tall'. This helps children to learn mathematical language and make comparisons. Children's speaking and listening skills are enhanced as older children confidently talk in the group. The childminder encourages them to describe the dinosaur's features and asks challenging questions that make them think. Children show a positive attitude to learning as they fully engage in the activities and enjoy the praise given by the childminder for children's efforts and achievements.

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

- The childminder's continuous good practice over many years enables her to provide effective training, coaching and support to any assistants. She holds supervision sessions and ensures that assistants understand their roles and responsibilities. The childminder identifies training needs and attends relevant training courses along with any assistants. This enables them to keep up to date with current practice.
- The childminder helps children develop their resilience if they have any minor disputes or accidents. However, the childminder does not always encourage children to express their feelings and help them to understand, express and manage their emotions.
- The childminder shows high regard to ensuring children are physically active throughout the day. Children enjoy garden play in all weathers, enabling them to have a quick run around in the rain and then play under the covered area. They keenly join in music and movement sessions with the childminder and go on regular outings to parks where children use a range of play equipment. This enables them to continuously develop their physical skills.
- Although children enjoy a broad range of interesting activities throughout the

day, the childminder plans less opportunities for children to self-select resources and further develop their independent learning skills during play.

- The childminder keeps parents well informed about their children's progress, including regular photos and discussions about children's next steps in their learning. She completes the progress check when children are aged two and shares information with parents about the activities and events of the day.
- Parents value the childminder's partnership approach so that children's individual care needs are met effectively, including toilet training. Parents say their children love coming to the childminder's home and are happy in her care. Their children have gained confidence and made good progress, especially in their language skills.
- Children enjoy being creative as they keenly paint their dinosaur shapes. They show great curiosity as they explore the dinosaurs frozen in the ice. Their understanding of the world is enhanced as they consider different ways to get them out. Children use spoons to chip away the ice and watch as the childminder adds warm water that helps it melt. They excitedly count how many dinosaurs they have found. These well-planned activities show the childminder's commitment to using children's interests as a focus point to aid their learning. This helps all children to make good progress from their starting points, and they are well prepared to move on to the next stage in their education.

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:

- review the daily routines to provide further opportunities for children to self-select resources and develop their independent learning skills
- consider ways to further support children to learn about and express their feelings to develop their emotional development further.

Setting details

Unique reference number	EY262918
Local authority	Lewisham
Inspection number	10275265
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 5
Total number of places	9
Number of children on roll	9
Date of previous inspection	4 February 2019

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Lewisham. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with assistants. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector
Jo Geoghegan

Inspection activities

- The inspector completed a learning walk of the premises with the childminder, who explained how the areas of her home are used for childminding, including the safety of the premises and the curriculum she offers.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector sampled a range of required documentation, including the childminders qualifications and children's records.
- The inspector held discussions with parents and children and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025