

Childminder report

Inspection date: 1 February 2023

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

The provision is good

Children are happy and settled. They keenly arrive and quickly settle to activities they enjoy. The childminder knows the children well and consistently follows their routines from home, such as she recognises and swiftly responds when children become tired. Children are emotionally secure and show that they feel safe.

Children build positive relationships with the childminder and her co-childminder. The childminder has high expectations in place for behaviour. Children learn how to share and take turns. The childminder is consistent in her approach. She gently reminds children to show kind and gentle hands. The childminder models good manners and she encourages children to copy this. Children behave very well.

Children benefit from daily outings to help to support their good health, physical exercise and to widen their experiences. For example, the childminder and her co-childminder plan trips to local parks, woodland area and museums. Children enjoy weekly trips to local play groups to help to promote their social skills and sense of identity within their local community.

Children demonstrate good levels of independence and confidence. For example, children confidently wash and dry their hands before mealtimes to help to promote good hygiene practices.

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

- The childminder has taken steps to improve the quality of her childcare business and education for children since her last inspection. For example, the childminder has improved her safeguarding knowledge and she has undertaken paediatric first-aid training, as required. Nevertheless, the childminder has not yet focused on continuous professional opportunities to help to deepen her knowledge of child development and provide consistency in the quality of education that children receive.
- Parents say children are very happy in the childminder's care. Parents comment highly on early interventions in place to help to support children's overall development. They say their children make good progress. Parents are complimentary about the experiences the childminder and co-childminder provide for children. They say they are kept fully informed with their children's learning and development. Partnership with parents is effective.
- The childminder effectively assesses risk. She completes daily checks of her premises to help to minimise risks that may pose a hazard to children. The childminder always supervises children, such as when they wash their hands and during mealtimes, to help to keep children safe and from harm.
- The childminder promotes children's mathematical development. She

incorporates simple counting into activities. For example, she counts to five as children make balls from dough. Children repeat number names as they play. The childminder comments on children's play and helps them to recognise shapes. For example, the childminder says the pretend pizza slice looks like a 'triangle'. Children concentrate when they investigate pretend food and dough and tell the childminder 'star' as they cut shapes from dough with cutters.

- Children benefit from opportunities to look at books to help to develop their language skills and love of books. The childminder successfully encourages young children to point to pictures and copy single words. For example, children enthusiastically repeat words, such as 'chicken, hat' and 'bike'. However, the childminder does not always model the correct pronunciation of words to fully support children's language development.
- The childminder encourages children to talk about their feelings and emotions when they look at books together. Children say 'sad face'. The childminder asks children how they are feeling. As a result, children begin to develop confidence in expressing their thoughts and feelings.
- The childminder plans a curriculum to meet children's individual needs and she encourages children to make choices about what they play with. The childminder has a good understanding of the skills children need to learn next. She introduces activities that interest children and to help to support children's next steps in learning. This helps children to remain engaged and develop a positive attitude to learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has kept her safeguarding knowledge up to date. As a result, she is aware of her responsibility for safeguarding children and the procedures to follow should she have any concerns. The childminder has a clear understanding of her responsibility to safeguard children. The childminder knows some typical signs to look out for that a child may be at risk of harm. She knows where to go to raise any concerns. The childminder is clear about the process to follow if there is an allegation made against herself or a member of her household.

What does the setting need to do to improve?

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

- support children's language development by modelling the correct pronunciation
- focus more precisely on professional development opportunities to help raise good practice to a higher level.

Setting details

Unique reference number	EY265362
Local authority	Southwark
Inspection number	10252798
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 July 2022

Information about this early years setting

The childminder registered in 2003. She lives in Forest Hill, in the London Borough of Southwark. The childminder works alongside a co-childminder. They operate their service Monday to Thursday, 8am until 6pm for most of the year. The childminder holds an appropriate certificate in childcare.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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