

Childminder report

Inspection date: 11 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle well in this warm, organised setting. The childminder takes time to get to know children and caters for their likes and interests well. Children enjoy learning and concentrate well. The childminder values each child and has high expectations of them.

The curriculum is carefully thought out and linked to the areas of learning. Children make good progress and gain useful skills in preparation for the next stage of their learning. Children gain an understanding of the world in different ways. For example, the childminder plants and grows strawberries with children to teach them how things grow. She takes children out on walks to observe and talk about the weather and different seasons. Children learn good mathematical skills. The childminder uses appropriate language to describe size and shape, such as 'big', 'long' and 'circle'. She counts objects with children as they play and sings number songs and rhymes.

Children gain good physical skills. The childminder takes children to a local outdoor area where they practise their skills as they go up a climbing wall and learn to bounce on a trampoline. They enjoy learning to balance on scooters and play ball games in the childminder's garden. Children gain a good understanding of difference. For example, the childminder explains differences as children play with a diverse range of play people, including the elderly and people with disabilities.

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

- The childminder provides an interesting variety of activities. She uses her knowledge of what children can do to inform her planned activities. This helps to ensure that children are appropriately challenged.
- The childminder manages children's behaviour successfully. She talks to children about positive ways to behave and discusses why some behaviour is not acceptable. The childminder is calm and balanced in her approach to managing children's behaviour. Children behave well.
- Children have good communication, language and literacy skills. For example, the childminder sings action songs and nursery rhymes with children where they learn new words. She reads a wide range of stories and ensures that children have good access to a variety of books. The childminder questions children effectively to support their communication and language development.
- Children learn to share and take turns. For instance, they share toys and resources as they take part in pretend play. Children learn to take turns on wheeled toys in the garden.
- Children gain good independence skills. They fetch their own water bottles when thirsty, and the childminder teaches them how to put their coats and shoes on.

Children help to tidy up at the end of their play.

- Children behave in safe ways. The childminder talks to children about how to use her home safely. For instance, she guides them on how to use the steps down into the garden safely. The childminder teaches children how to act with care and caution when crossing the road.
- The childminder provides freshly cooked, nutritious meals and snacks, which meet children's special dietary needs. She makes sure that children have daily opportunities for fresh air and regular physical exercise to establish healthy routines.
- The childminder has good partnerships with parents. She talks with them each day to give feedback on their child's day and progress. The childminder works closely with parents to support children's development, such as potty training.
- The childminder works well with her assistant, and communication is good. They share their observations of children and discuss how to support children's learning and development. They evaluate the setting and set goals for improvement. For example, the childminder and her assistant plan to develop the outdoor area further to promote best outcomes for children.
- The childminder is keen to develop her skills and knowledge. She reads lots of early years articles and talks with other childminders to share ideas about best practice.
- Children have opportunities to draw pictures. However, the childminder has not fully developed the range of textures and materials for children to use to enhance their creative skills.
- The childminder has started to teach children about oral hygiene. For example, children brush their teeth after meals. However, this has not been fully developed to support children's understanding further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives priority to children's safety. She checks her garden, home, toys and resources regularly to reduce the risk of hazards. The childminder is aware of the possible indicators of child abuse and knows the procedures to follow to report her concerns. She attends regular training to keep her safeguarding knowledge up to date.

What does the setting need to do to improve?

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

- develop more ways for children to experience a wider range of different textures and materials to support their creative skills further
- develop children's awareness of good oral hygiene further to support their understanding of how to keep their teeth and gums healthy.

Setting details

Unique reference number	EY272818
Local authority	Southwark
Inspection number	10280493
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	0 to 2
Total number of places	12
Number of children on roll	3
Date of previous inspection	22 August 2017

Information about this early years setting

The childminder registered in 2004. She lives in East Dulwich, in the London Borough of Southwark. The childminder provides care for children from Monday to Friday, 8am to 6pm, except on public bank holidays. She accepts funding for free early years education for children aged two, three and four years. The childminder works with an assistant.

Information about this inspection

Inspector

Jenny Beckles

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 her setting.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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