

Childminder report

Inspection date: 8 August 2022

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 arrive happy and safe. They settle quickly and form strong attachments with the childminder. Children enjoy the time they spend in the childminder's welcoming home. The childminder provides individual settling-in arrangements to help ensure that children feel safe and secure in their surroundings when they start.

The childminder plans an ambitious curriculum which follows children's interests. Children are motivated and eager to explore inside and outside in the garden. For example, children fill and pour sand into different-sized trucks, diggers and containers. They develop their early mathematical skills. Children's behaviour is good. They know the routines and take great delight in following instructions. For instance, they help to pack away before having their snack. Children develop good listening skills and concentrate well.

The childminder is a positive role model and has high expectations for children. Children develop their small-muscle skills as they complete tasks. For instance, they use knives to cut their own fruit at snack time. Children learn how to care for themselves and others. For example, they wash dolls and pretend to brush their teeth. Children are developing an understanding of how to keep healthy. Parents speak highly of the childminder and the care their children receive. They receive regular information about children's progress.

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

- The childminder knows the children well. She gathers detailed information about what they know and can do. Children take part in a broad range of adult-led and child-led activities that build on their interests. They become thoroughly engaged in their play. For instance, they mix different ingredients, such as water, glitter and a toy slug, to make a 'potion'. However, children miss opportunities to explore their learning further, as the childminder packs some of the resources to one side at the end. This would extend children's learning.
- Children develop good physical skills. Children manage and learn how to take risks. They show high levels of determination. For instance, they manoeuvre around the garden, using different types of bicycles. Children confidently work out how to get up and down small steps. They behave well and build on their resilience skills.
- The childminder has a good understanding of how to promote children's communication and language development. She asks meaningful questions. For example, young children say that the frog is 'green'. In addition, the childminder picks mint from the garden and encourages children to describe the smell. She skilfully links their learning. For instance, she describes how the mint is also

used in toothpaste.

- The childminder reflects well on her practice. She recognises the impact that the COVID-19 pandemic has had on children. Before children could return to the setting, the childminder took regular trips to see them outside their homes. This provided good emotional support. The childminder provides high-quality care for all children. She creatively plans activities to help to develop children's social skills. For instance, the childminder ensured that children followed the early guidelines in place during the COVID-19 pandemic. She held regular outdoor activities in the park. Children enjoyed singing and using instruments outdoors. This builds on children's physical skills and supports their well-being.
- The childminder supports children's understanding of the world. Children benefit from a wide range of experiences in the community. From an early age, children are given opportunities to build on their sense of awe and wonder. For instance, the childminder creates an environment for children to watch caterpillars grow each day before they transform into butterflies. Children also have trips to the butterfly park. This builds on their understanding of the natural world. Children make good progress in their learning.
- Children develop a strong love of books and reading. The childminder brings books to life as they turn the witches' spell into their activity. Children learn how to use technology alongside their play. For instance, they press the electronic device on the book to make the sound they want when the potion is ready for the next stage. Children delight in adding gold coins and mixing with the wooden spoon. Young children confidently count 'one, two, three, four, five, six'. Children receive lots of positive praise for their efforts. They develop good mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to safeguard children effectively in her care. The childminder knows how to identify possible indicators that families are exposed to extreme views and behaviours. The childminder is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised. The childminder carries out assessments to ensure that children are safe and secure on outings and in the home. She ensures that she updates her safeguarding training and keeps emergency contact numbers easily accessible.

What does the setting need to do to improve?

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

- provide children with the time they need during activities to enable them to extend their engagement.

Setting details

Unique reference number	EY275209
Local authority	Lewisham
Inspection number	10231733
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	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 September 2016

Information about this early years setting

The childminder registered in 2004 and lives in Catford, London. She operates on three days a week for most of the year from 8.30am to 5pm. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Angela Colman

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 setting.
- Parents shared their views of the setting with the inspector.
- A range of documentation was viewed by the inspector, including safeguarding policies and training certificates.
- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder showed the inspector the premises during a learning walk. They carried out a joint observation.

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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