

Childminder report

Inspection date: 28 March 2024

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

The childminder and her assistants have created a warm and nurturing environment. They provide a wealth of praise and encouragement for children. This helps children to feel safe and secure, and supports their emotional well-being, which enables them to flourish. The childminder and her assistants work together well to develop strong, trusting relationships with the children. They are attentive to children's needs and organise the playroom well. Children can access the toys independently. The childminder and her assistants teach mathematical concepts well. For example, they teach children to count the corners of the shape by pointing to each corner. Older children persevere as they work with their peers to build a tall tower using building blocks. During this activity, they use language such as 'bigger' and 'higher'.

Children share well and are very polite. The childminder and her assistants have high expectations of children's behaviour, and act as good role models. They consistently remind children of the rules. This, coupled with the embedded routines, helps children to behave well. Older children help younger children, and show great care towards them. For example, when a younger child falls, they hurry over to offer support and help them to get up.

The childminder and her assistants carefully consider children's interest in planning the resources they provide. This helps children to engage well in their chosen activities. The childminder and her assistants recognise opportunities to help to extend children's learning by joining in with their play. For example, they use questioning well to encourage children to use their sense of touch and to describe the different textures of fruit.

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

- The childminder and her assistants complete ongoing assessments of children's learning and development. They make sure that they include children's next steps when planning activities, to provide sufficient challenge and focus on what children need to learn next. This supports children to progress well.
- The childminder and her assistants have built strong relationships with parents and external professionals. Parents thoroughly enjoy attending events that are organised by the childminder, such as sports day. They speak highly of the 'homely learning environment' that children thoroughly enjoy attending. The childminder and her assistants regularly update parents about their child's care, learning, and development. Parents appreciate the different learning strategies that the childminder shares to support their children's learning at home.
- The childminder and her assistants regularly review their practice and access training to improve their professional skills. In addition, the childminder

completes informal supervisory sessions with her assistants. This supports them to develop their teaching practice.

- Children display a strong interest in books and nursery rhymes. The childminder and her assistants read to children, and engage in singing and dancing throughout the day. Children freely choose books to read and show an interest in the different letters in their names. However, at times, the childminder is not consistent in how they teach children about letters and the sounds they make, to help develop children's early reading skills further in preparation for their move to school.
- The childminder and her assistants support children to develop their language and communication skills. They interact with children as they play and talk to them about what they are doing. They help children to extend their vocabulary by building on children's speech and language. The childminder encourages children to use grammatically correct sentences by modelling language to them. This helps children to communicate confidently and respond to questions and instructions well.
- The childminder and her assistants have established routines that support children to develop independence and learn to manage their self-care and hygiene well. For example, they teach younger children how to wash their hands, and older children are reminded to use a tissue to wipe their nose independently.
- The childminder plans opportunities for children to enhance their understanding of different emotions well. For example, children share how they are feeling daily using an emotions chart, and they discuss how to manage different emotions. This helps children to behave well and creates a calm atmosphere for children to thrive in.
- The childminder and her assistants plan ample opportunities to develop children's understanding of healthy attitudes. Children enjoy eating nutritious home-cooked food and discuss the importance of maintaining a healthy lifestyle, during mealtimes. Children benefit from accessing a wide array of activities that are planned by the childminder and her assistants. These activities help to develop children's physical skills. For example, they play football and learn dance moves that represent different cultures from around the world.
- The childminder plans experiences that support children to learn about the beliefs and cultures of others. They celebrate each child's individuality. This helps children to feel valued and develop respect for others.

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:

- strengthen the teaching of early reading to enhance children's early literacy skills further.

Setting details

Unique reference number	EY275281
Local authority	Southwark
Inspection number	10311748
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 3
Total number of places	9
Number of children on roll	10
Date of previous inspection	9 April 2018

Information about this early years setting

The childminder registered in 2003. The childminder operates her childminding service in the London Borough of Southwark each weekday between 8am to 6pm, for 48 weeks of the year. She employs two assistants. The childminder and one of her assistants hold relevant childcare qualifications at level 3. Another assistant holds a level 6 qualification. The childminder receives funding for free early education for children aged two to four years.

Information about this inspection

Inspector

Honufa Begum

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.
- The childminder took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector and childminder evaluated a teaching activity together to review the quality of education.
- Parents and the childminder's assistants provided feedback about their experiences of the setting, and the inspector engaged with children at appropriate times.
- The inspector viewed a range of the childminder's documentation, including her policies and procedures.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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