

Childminder report

Inspection date:

29 September 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are extremely well settled. The very experienced childminder has high expectations for each child. She is an excellent role model, for children and her assistant. The childminder is aware of the possible effects of the COVID-19 (coronavirus) pandemic on children and their families. Although parents do not enter the home, the childminder ensures they are well informed about their children's day. For example, she sends photos and videos to parents daily. Parents comment on how delighted they are with the care their children receive. The childminder fosters an environment of partnership working right from the start. For instance, families share photos from holidays and days out. The childminder and her assistant plan the curriculum following children's interests. For instance, children help to plan activities for the next day; they have decided they would like to have cooked couscous in the kitchen play area. This builds on children's language and communication skills.

The childminder provides children with a wealth of experiences, both indoors and outdoors. For instance, children thoroughly enjoy trips to areas, including local parks where they climb logs and equipment. The childminder maximises the outdoor opportunities where children show they have exceptional social and independence skills. Young children confidently use large equipment. They challenge themselves during their play as they negotiate their way around the garden. Children have outstanding behaviour and are highly motivated to join in with routine activities. For instance, young children independently sweep up the floor after playing in the sand. They have a particularly good understanding of how to keep themselves safe. The childminder encourages children to develop a positive awareness of their differences. Children relish the opportunity to observe each other's expressions. For instance, young children explain what babies say and do when they are happy and sad.

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

- The childminder and her assistant know the children extremely well. They work with parents to gather detailed information about their child before they start. For instance, the childminder gathers key words from languages spoken at home. She carries out research to help ensure pronunciation is correct. This helps children settle quickly and supports their diverse cultures and backgrounds.
- Parents speak very highly of the childminder. They appreciate the wide range of activities and support they receive for their children's learning and development. For example, children grow fruit and vegetables. The childminder teaches children about different seasons and the purpose of a greenhouse. This helps children learn about life cycles and healthy eating.

- The childminder uses every opportunity to develop children's independence and language skills. For instance, during snack time, children delight in choosing their own bowl and naming fruits, such as 'strawberries' and 'watermelon'. In addition, they are very skilled when using the tongs and the spoon to serve themselves. This extends children's vocabulary and prepares them for the next stage of their learning.
- The childminder models language enthusiastically and maximises opportunities for children to observe and understand their own feelings and the feelings of their friends. For instance, toddlers know how to respond to babies when they get upset. They show high levels of care towards others when they share and take turns with the toys.
- Children are encouraged to go outside in all weathers. There is excellent use of the outdoor environment, which is subtly divided into three areas to support and extend children's experiences. The childminder's assistant encourages children to use all their senses as they explore the natural world. For example, while they are outside, they talk about the differences in the moon during the day and night sky. Later, they discuss images of the moon in their storybook.
- The childminder and her assistant have a good understanding of how children learn and develop. For instance, children enjoy reading books and extend their communication and language using a wide range of books and storytelling resources, such as puppets. Young children confidently count 'one, two, three, four' as they point to the pages. This helps develop their mathematics and concentration skills.
- The childminder works closely with a network of childminders. They plan meaningful activities and events for the year and share information and updates. For instance, they have set up a toddler group and take it in turns to plan a broad range of activities and healthy snacks. This provides an environment for children to develop their personal, social and emotional skills as well as build on their resilience skills.
- The childminder holds discussions with her assistant regarding children's development and well-being. She reflects on the service she provides and attends regular webinars with her assistant. Although she considers ways to improve her practice, she has not yet fully implemented an effective process of gathering feedback and the views of parents and children to enhance this process further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of their role and responsibilities to keep children safe. The childminder knows the local referral procedures to follow if she has a concern. She has completed child protection training to ensure her knowledge is up to date. This includes the wider aspects of safeguarding. The childminder ensures that required suitability checks are carried out for her assistant to help to protect children's welfare. The childminder carries out regular risk assessments for both the inside and outside play areas to minimise

potential hazards and accidents.

What does the setting need to do to improve?

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

- develop the self-evaluation process further and include the views of children and parents to continually improve the quality of the provision.

Setting details

Unique reference number	EY298370
Local authority	Southwark
Inspection number	10138204
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 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	27 May 2016

Information about this early years setting

The childminder registered in 2005. She lives in the Nunhead area in the London Borough of Southwark. The childminder works with an assistant. They both hold a childminding qualification. The childminder operates her service on weekdays from 8am to 6pm.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector spoke with parents and children and took their views into account.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access, inside and outside. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The childminder and the inspector completed a joint observation during an activity.

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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