

Childminder report

Inspection date: 24 June 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

Children are settled in the childminder's home. They are welcoming to visitors and show that the reassuring presence of the childminder helps to give them the confidence to chat and play. The childminder offers the children the opportunity to choose their play. She supports them as they play together, with guidance and practical demonstrations. Children enjoy solving problems. They have fun with the childminder as they work out whether to use the net with the long handle or the short handle to scoop play food from the water tray. They are delighted when it works better with the short handle.

Children know how to behave well. They understand the boundaries that the childminder establishes and shares with them. The childminder's calm and consistent approach helps children to recognise what is expected of them and to mostly follow the rules. Children are polite. They say 'please' and 'thank you' spontaneously or with the occasional gentle reminder. This helps children to learn how to get along with others and build wider friendship groups. Children learn and use important information. For example, they learn how to manage the steps in the garden safely with minimal support from the childminder.

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

- The childminder understands what children need to know and be able to do by the time they start nursery. She uses her knowledge of how children learn and how she can teach them key skills well. The childminder ensures that all children develop skills and learn more over time. She provides the time and opportunities for each child to practise so they become confident and more able. She clearly knows their interests and abilities. However, on occasion, children's learning could be extended further. For example, the childminder does not always plan how she can extend learning as she joins them at their chosen activity.
- The childminder supports children to develop a love of stories. Children enjoy choosing books and listening to stories being read to them. While listening to familiar stories, children enjoy sharing their knowledge of what is happening in the story. Children develop a love of books, which supports their early reading skills.
- Children are confident communicators. They demonstrate a wide vocabulary. The childminder engages children in continuous conversation that is centred around their interests. She asks various questions and allows children plenty of time to respond. However, the childminder often uses incorrect words, such as 'doggie' and 'choc choc'. This does not support children to develop their speaking skills, as they are not consistently hearing and using the correct word in conversations.
- Children have a good understanding of healthy lifestyles. They enjoy a wide choice of fruits for smoothies and snacks. Children have continuous access to

outdoor play opportunities, both in the childminder's home and when visiting local parks in the local community. Children enjoy learning about a wide range of festivals celebrated by the diverse community they live in.

- The childminder incorporates mathematical language and concepts into everyday routines. Children count how many more turns of the tap are needed to fill the paddling pool. Children pour water into vessels of various sizes, counting how many small pots it will take to fill the biggest pot.
- Children participate in a wide range of physical activity. They go to the local park, where they climb on play equipment and take appropriate risks. The childminder knows the importance of children strengthening the muscles needed for later writing skills. She encourages the children to help fill up the paddling pool. They turn the tap, building strength in their hands. The children mould and sculpt wet sand as they use small bricks to build walls.
- Parents state that their children love attending the childminder's home. They say that their children adore the childminder and enjoy engaging in the wide range of activities she offers. Parents receive detailed feedback about their children's progress and development. The childminder highlights activities they can do at home to help extend their children's learning.

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:

- consider ways to further extend children's learning
- support children to hear and say the correct word to enhance their speaking skills further.

Setting details

Unique reference number	EY301008
Local authority	Southwark
Inspection number	10351510
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	6
Number of children on roll	4
Date of previous inspection	18 September 2018

Information about this early years setting

The childminder registered in 2005. She lives in the East Dulwich area of the London Borough of Southwark. The childminder provides her service Monday to Wednesday, during term time mostly, but is also available for ad hoc childcare during the holidays. She holds a relevant early years qualification at level 2. She offers funding for children aged two and three years.

Information about this inspection

Inspector

Tracey Murphy

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision and their aims for children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Discussions were held with the childminder at appropriate times during the inspection.
- The childminder provided the inspector with a sample of documentation.

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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