

Childminder report

Inspection date: 29 June 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 show that they are happy and well settled in the childminder's care. They benefit from the warm affection shown to them by the childminder and her assistant. Children mirror the positive and encouraging interactions that they experience, as they play with their friends. The childminder knows children well and shares important information with her assistant. This helps children to progress well from their starting points in learning, as their individual support needs are met effectively.

The childminder is ambitious for children. For example, younger children receive strong encouragement to balance unaided and to develop their physical skills. Information is regularly shared with parents about children's achievements. This helps children to gain confidence in their abilities. Children have frequent opportunities to use their imaginations and be creative. They explore the natural environment and enjoy local and extended outings. This helps them to develop an understanding of different communities and the world around them.

Children receive good support from the childminder and her assistant to develop their communication and language. Children share their ideas, express how they feel and recall past events. Children show that they are confident learners who are curious and eager to explore. This prepares them well for future learning and for their move to school.

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

- The childminder and her assistant are positive role models for children. This helps children to behave very well. Children play cooperatively, follow instructions, take turns and share resources. They show consideration for others. For example, older children suggest that their younger friends go first as they wash hands, ready for morning snack.
- The childminder and her assistant provide children with plenty of opportunities to hold back-and-forth conversations about meaningful events. They frequently read and share books with children, who sing spontaneously as they play. Children hear new words such as 'ladle', 'smoothie' and 'balcony' and develop an awareness of healthy food during imaginative play.
- The childminder provides children with real-life experiences that build on what children already know. For example, children pick healthy fruit from the cherry tree in the garden. The childminder makes good use of resources in the wider community to further extend children's learning. Children recognise and speak about bus numbers and show good language as they recall their previous travel experiences.
- The childminder promotes a shared approach to children's learning. For

example, she helps children to collect resources for topics that they may be learning at other settings. The childminder makes use of technology to share information about children's progress and next steps in learning. This helps to provide consistency in children's learning journey.

- The childminder develops children's creativity well. Children create labels for storage and share their ideas about what to make and do. The childminder offers a wide range of materials for children to use and experiment with. Children show that they are proud of their creations. For example, they eagerly show and explain their drawings to unfamiliar adults. They excitedly show where they have written their name.
- The childminder helps children to become capable and independent learners. She implements an effective curriculum with the support of her assistant. The childminder has high aspirations for children and teaching is generally effective. However, the childminder does not yet identify and use professional development opportunities that further enhance her teaching skills.
- The childminder gathers initial and ongoing information from parents about children's needs, interests and experiences. Children see different family groups on display and they speak often about important people and events in their lives. Although this helps children to develop a sense of their uniqueness, some children have fewer opportunities to recognise and value their backgrounds and culture.
- The childminder and her assistant support children to develop their mathematical awareness. They encourage children to learn about size, number and shape. For example, children count how many conkers they have and guess whether they can fit into containers. Children compare different sizes as they dress their 'babies' during pretend play.
- Parents value the warm relationships that their children have developed with the childminder and her assistant. They appreciate the childminder's nutritious meals and the support and advice they receive. Parents comment that the childminder works with them well, including a shared approach to toilet training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete training to update their safeguarding knowledge. They know how to recognise and respond to concerns about a child's welfare, and where to seek safeguarding advice and support. The childminder and her assistant are alert to risks to children, such as unexplained absences or exposure to extreme views. They manage risks effectively in the childminder's home and while on outings. Children learn how to look after themselves and stay safe, such as always holding hands when using public transport. The childminder maintains accurate records of children's attendance. She records and shares information with parents about children's accidents.

What does the setting need to do to improve?

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

- make use of professional development opportunities to better understand how more adapted teaching can further enhance the progress of children with differing ages and abilities
- broaden opportunities for children to recognise, value and share their backgrounds and culture.

Setting details

Unique reference number	EY304014
Local authority	Lewisham
Inspection number	10300447
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 May 2016

Information about this early years setting

The childminder registered in 2004 and lives in New Cross in the London Borough of Lewisham. She operates during term times from 8am to 6pm, Monday to Thursday. The childminder receives funding for early education places for children aged two, three and four years. She works with an assistant.

Information about this inspection

Inspector

Kareen Jacobs

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about her curriculum aims and children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector reviewed written feedback from several parents during the inspection and took account of their views.

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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