

Childminder report

Inspection date:

5 November 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children form warm bonds with the childminder and her family members. They show that they feel happy, safe and secure in the childminder's presence. Children who are new to the childminder's setting, quickly settle in. She meets their personal care needs well. Babies gain confidence in their pre-walking skills, and they practise these when they try to climb. Children have good opportunities to make choices about what to do. Those children who attend school benefit from the links that the childminder has with teaching staff.

Children receive good support to help them communicate well from an early stage. They sing along with their favourite characters, such as Mr Tumble. Babies respond to questions the childminder asks in sign language. For example, they smile and indicate that they would like 'more' at snack time. Children exercise in fresh air daily, which helps to contribute to their good health. They have fun as they practise their physical skills on larger equipment in the park. Children learn about the natural environment. For example, as they grow fruit and vegetables that they go on to eat. Children are prepared well by the childminder for their next stages in learning. The childminder helps children to develop the skills they need for successful futures.

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

- The childminder implements an effective curriculum. She plans challenging and interesting activities, based on her observations of children. Children enjoy choosing from the resources and engage well with planned activities.
- The childminder extends conversations she has with children about what they do and see. For example, she speaks with children as they look out of the window. Children show their understanding of the weather, pretending to shiver as they talk about snow.
- Children have good opportunities to learn outdoors. They use their bodies in a range of ways. Older children propel themselves along using ride-on toys and babies crawl on mats placed on grass. They develop their physical skills well.
- Children behave well. They acquire positive social skills when they interact with other children at local groups. The childminder provides consistent reassurance and cuddles to children and supports their emotional well-being. Children confidently join activities in the presence of unfamiliar adults, whispering softly to the childminder when they feel a little unsure.
- The childminder makes effective use of resources in her community to extend children's learning. For example, she speaks with children about fire engines and the construction machines that they see nearby. This helps children to understand more about the world around them.
- Children develop their early literacy well. The childminder encourages children to

recognise and name animals, shapes and numerals as they look at pictures together. Children have opportunities to recognise written text in the languages they speak at home.

- Children concentrate and focus for extended periods during creative activities. They carefully spread glue with spatulas and pick up shiny stars. These skills help to strengthen small muscles that children need for later writing.
- The childminder helps children to understand where food comes from. For example, they plant, grow and harvest, fruit and vegetables together. Children enjoy healthy and nutritious meals that meet their dietary needs. However, the childminder does not discuss with children the benefits of the food that they recognise and eat.
- The childminder works well with parents. She provides sensitive support, such as giving advice on dental health and sleep routines. The childminder shares verbal information with parents regularly, although information about how they can support children's learning at home is less effective.
- Parents comment positively on the 'home from home' service that the childminder offers. They appreciate the emotional support the childminder provides to their children during periods of change. Parents value the fact that their children are happy to attend.
- The childminder uses her links with other practitioners, advisers and childcare organisations to share ideas and keep up to date with current developments. She seeks feedback from parents. This helps her to develop her professional practice, which she shares with her assistant, and contributes to the good level of service she maintains.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge and shares information with her assistant. She has a good understanding of the potential risks to children, including from neglect or exposure to substance misuse. The childminder liaises well with relevant agencies. She knows how to respond if a child's welfare is at risk, including if an allegation is made against her. The childminder knows where to seek advice and recognises when parents may need additional support. She knows how to correctly respond in a medical emergency. The childminder assesses risks effectively, in her home and while on local outings, to keep children safe. She keeps accurate records of children's attendance.

What does the setting need to do to improve?

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

- discuss with children the benefits of the healthy and nutritious food that they eat
- enhance the information shared about children's learning, to help parents

understand how to build on their child's learning at home.

Setting details

Unique reference number	EY318455
Local authority	Lewisham
Inspection number	10064584
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 January 2016

Information about this early years setting

The childminder registered in 2006. She lives in Forest Hill, in the London Borough of Lewisham. The childminder operates from 8am to 6pm, Monday to Friday, all year round. She occasionally works with an assistant. The childminder holds a qualification at level 3.

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 her evaluation of the provision.
- The childminder showed the inspector around her home and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- The inspector considered the views of parents during the inspection.
- The inspector reviewed a sample of documents. These included evidence of the suitability of the childminder and her assistant, relevant policies and evidence of the childminder's professional development.

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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