

Childminder report

Inspection date: 21 November 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 greets children with genuine warmth and affection when they arrive. Children separate easily from their parents, ready to start their day. They are clearly content and demonstrate that they feel safe and secure. This is evident through their constant smiles and enthusiasm to invite the childminder to join them in their play. The childminder has an ambitious and clear curriculum that is built around children's individual needs and interests. Books form a big part of the curriculum. For example, children confidently predict which character is going to be on each page as they look at books with the childminder. The childminder builds up excitement as she reads each page and adapts the tone of her voice as she reads. This helps to keep children focused and engaged.

Children's behaviour is good. The childminder has clear expectations. For example, through gentle reminders, the children add 'please' and 'thank you' when they need something. Children enjoy helping to tidy up before moving on to the next activity. The childminder plans weekly outings for children to attend activities, such as 'rhyme time' and 'story time' at the local library. This supports children's socialisation skills and helps them to learn to share and take turns with others. The childminder is passionate about providing children with many opportunities to spend time in the local community. For instance, regular trips to the local farm and parks help children to learn about nature and explore the world around them.

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

- The childminder knows children well. She regularly observes and assesses their learning and development and plans activities around these observations. The childminder articulates clearly what the children's starting points in development were when they started attending, how they have progressed in the different areas of their learning and what it is she would like them to learn next.
- The childminder has strong relationships with parents. She works closely with them when their children first start. Parents are very complimentary about the childminder. They comment that their children have made a lot of progress in the short time they have been attending. They appreciate the regular communication they receive and the interesting places the childminder takes the children, such as drum workshops.
- The childminder is passionate about creating a stimulating environment. She is fully engaged in everything the children do, and this helps them to remain motivated. However, she can sometimes be too quick to intervene and problem solve for children when they encounter difficulties, rather than allowing them to persevere and try independently first. For example, when children build towers, she offers a lot of direction to avoid the tower falling. This does not allow children to develop their resilience in their own capabilities and test out their

own ideas.

- The childminder places a strong emphasis on developing children's language. She talks constantly with the children, narrates children's actions and remodels their language. Children are becoming confident communicators. For example, they happily name the different modes of transport as they complete a puzzle with the childminder. The childminder smoothly introduces songs as the children play. For instance, when children show interest in the bus, together they sing 'The Wheels on the Bus'.
- Children have a good understanding of healthy lifestyles. They enjoy a wide choice of fruits for snack time. Children have continuous access to outdoor play opportunities at the childminder's home. They develop their physical skills as they learn to ride wheeled bikes and cars. They show immense joy at being outside and are curious about the natural world. For example, they eagerly spot flowers and enjoy taking a closer look at these with the childminder. Children know they need to wash their hands before eating their snack and know to throw their tissues in the bin after using them.
- The childminder is reflective of her practice and has worked hard to build relationships with other professionals, such as other childminders. She accesses mandatory training to help to enhance her knowledge of how to keep children safe. However, she has not fully considered other professional development opportunities to further strengthen her teaching.
- The childminder places a lot of emphasis on creating a nurturing environment. Children enjoy her cuddles, comfort and reassurance. There is true sense of joy and laughter in the childminder's home. From the moment they arrive, children are motivated to explore and learn. Without prompting, they choose activities that interest them and confidently show the inspector their favourite resources throughout the day.

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:

- provide children with opportunities to problem solve independently to help develop their resilience and confidence in their own capabilities
- build on professional development and identify relevant training that is aimed at driving the quality of teaching to the highest level.

Setting details

Unique reference number	EY319346
Local authority	Southwark
Inspection number	10359874
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 2006 and lives in the London Borough of Southwark. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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