

Childminder report

Inspection date: 24 January 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 demonstrate their strong attachments to the childminder. They show that they feel happy and relaxed in her care. Children enjoy cuddles and receive reassurance when needed. The childminder is very attentive to children's needs and responds swiftly when children are tired or need a drink. This helps children to feel safe and secure and increases their emotional well-being.

Children benefit from the well-organised and cosy environment. They select resources from labelled boxes, which help them to make choices and strengthen their independence. Babies enjoy exploring with different objects in the basket and listen to sounds as they shake rattles. Older children build with magnetic pieces and share their ideas for making a submarine. Children join the childminder to investigate different animals. Younger children copy the sounds which animals make and repeat the names to extend their language skills.

Children know the routine well. They take off their shoes and coats on arrival. Children learn the importance of good hygiene routines and wash their hands before snack and mealtimes. The childminder has high expectations for all children. She role models positive behaviour and speaks to children in a calm manner. As a result, children behave well and are kind to their peers.

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

- The childminder gets to know children well from the start. She collects detailed information from parents to help her to identify children's starting points in learning. The childminder plans a broad curriculum, which incorporates children's interests. She uses her observations and assessments to check children's progress and teach them skills to prepare them for their next stage of learning.
- Children show a positive attitude to their learning. For example, children persevere with puzzle pieces and use tools to develop their fine motor skills with dough. The childminder engages in children's play and initiates conversations. However, on occasions, she does not consistently recap on children's learning to check what they know and understand.
- The childminder places a high priority on children's communication and language development. She enthusiastically shares stories, asks questions and gives children time to think and respond. The childminder babbles with babies and repeats words and sounds. She speaks clearly and introduces new vocabulary. The childminder encourages the older children to increase their sentences.
- The childminder encourages children to be independent and take responsibility for the toys. Children help with small tasks and follow instructions well. They tidy away when they have finished playing. Children enjoy receiving praise and encouragement from the childminder, which raises their self-esteem. Children

share resources, take turns and show empathy to their younger peers.

- The childminder supports children to develop their number skills during routines and activities. For example, children count as they climb the stairs and order numbered logs as they play. Children sort items into matching bowls. They tip and pour rice into containers, which extends their hand-to-eye coordination. However, the childminder does not use these activities to introduce different mathematical concepts to help children to develop their knowledge further.
- Children learn about the benefits of healthy lifestyles. The childminder regularly takes children to groups and the park to extend their physical skills and socialise with others. The childminder provides healthy snacks and nutritious meals, which encourage children to try new foods and increase their intake of fruit and vegetables. Children use activities to reinforce the importance of good oral health.
- Parents speak very highly of the childminder. They state that their children are happy, settled and make good progress. Parents describe the communication as excellent. They receive daily updates about their children's routines and learning experiences. The childminder shares children's next steps in learning and ideas to continue their learning at home. She also shares information with other settings children attend.
- The childminder is very passionate about her role and enjoys seeing children flourish. She strives to provide a high-quality service and regularly reviews her practice. The childminder seeks views from parents and children to help her make improvements. She increases her knowledge through training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibility to keep children safe. She uses risk assessments and daily checks to ensure that the environment is safe for children to play in. The childminder keeps registers of attendance and records any accidents. The childminder has attended safeguarding training, including, the 'Prevent' duty. She recognises the signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder has procedures in place to report any concerns about a child's welfare. Suitability checks are in place for all adults living or working at the childminder's home.

What does the setting need to do to improve?

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

- strengthen teaching skills to recap on children's learning during activities to identify what they know and understand
- extend children's knowledge of mathematics by introducing new concepts, such as weight, shape and measure.

Setting details

Unique reference number	EY335739
Local authority	Lewisham
Inspection number	10263780
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	11 May 2017

Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Lewisham. She provides childcare all year round between 8.30am and 6pm, Monday to Friday, except for the childminder's holidays. The childminder holds a relevant childcare qualification at level 2. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Helen Craig

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 childminder.
- The childminder and inspector carried out a learning walk together to discuss the curriculum and the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents, read written reports and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first-aid qualifications, insurance and suitability checks.

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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