

Childminder report

Inspection date:

6 February 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children have fun in this homely setting. They have access to a wealth of high-quality equipment and resources. The stimulating learning environment enables children to make well-informed choices about what they want to play with and where. Children further develop their self-help skills as they wash their hands after eating, and young children independently get their coats and shoes to go out into the garden.

Children are highly motivated and eager to learn through play and enjoy the exciting activities provided. The childminder plans the next steps in children's learning based on what they already know, what they can do and what interests they have. For instance, to promote children's exploratory skills, she planned a night-time garden adventure using torches. Children talk excitedly about the nocturnal animals that they may see.

Children's behaviour is excellent. They are polite, well mannered and considerate of each other. The childminder and her assistant are very good role models who teach children about expected behaviour through clear boundaries. They gently guide children into finding their own solutions to problems. Children are supported in learning how to express and manage their feelings and behaviour. An emotion chart is used regularly to discuss children's feelings. For example, children explain that it is okay to be sad and then go on to list the things that cheer them up when they feel sad.

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

- The childminder is passionate about her work with children. She is continuously looking at how she can develop herself and her setting to improve the outcomes for children even further. The childminder takes the views of families and children into account when evaluating her provision. Her professional development is focused on the needs of children in the setting.
- Older children have excellent opportunities to develop their early writing and literacy skills. The childminder provides resources such as pens, pencils, paint, magazines, various types of paper and other items. This allows children to explore making marks and using print in their play. The childminder teaches older children to write their name, and younger children have lots of opportunities to use tools and make marks. For example, children ask the childminder to pass them an adult pen to write their name on their painting.
- The childminder observes children when they first join her setting to get to know their starting points. She regularly assesses their individual learning needs and she plans activities to support their learning through play. Overall, the childminder uses this information well to plan and provide a broad range of

activities. However, at times, she does not plan some adult-led group activities as well as others.

- Children are developing a love for books. They have a variety of their favourite stories available in the book area and regularly visit the library to borrow books that interest them. Older children confidently retell their favourite stories, reciting the rhyming text and creating their own rhyming strings.
- Children's mathematical skills are developing very well. They have lots of opportunities to use number language and identify different shapes in the environment. Children count fruit and coins as they role play shops. Older children add two groups of fruit and say how many they have altogether.
- The childminder places children and their families at the heart of everything she does. Relationships are strong and parents speak highly of the provision and the care that their children receive. Parents particularly like the newsletter sent home regularly with ideas of things that they can do to support their children's learning. They say that they love receiving photos of their children having fun learning throughout the day.
- The experienced and well-qualified childminder has a good overall understanding of child development and how children learn. She has regular discussions with parents and shares information about their child's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely thorough in the way she monitors any hazards in and around her home. For example, she carries out regular checks to ensure that the environment and equipment are suitable. The childminder and her assistant understand their responsibility to keep all children in their care safe from harm. They know how to identify any concerns about a child's welfare and how to report these. The childminder has robust recruitment and induction procedures in place to ensure that any assistants working with her are suitable. She has completed internet safety training and she shares information with parents about how children can stay safe online.

What does the setting need to do to improve?

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

- take account of children's individual development needs when planning adult-led group activities

Setting details

Unique reference number	EY336240
Local authority	Lewisham
Inspection number	10138101
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 March 2016

Information about this early years setting

The childminder registered in 2006 and lives in the London Borough of Lewisham. She operates from 7.30am to 6pm, Monday to Thursday, all year round. The childminder holds a relevant level 3 early years qualification and works with an assistant.

Information about this inspection

Inspector

Keiley Pedro

Inspection activities

- The childminder and the inspector conducted a learning walk of the parts of the premises used for childminding. The childminder explained how she organises her provision to meet the needs of the children.
- The inspector observed the childminder and her assistant interacting with children and discussed her practice.
- Documents, including those relating to staff suitability and training, were reviewed.
- Discussions were held between the childminder and the inspector about children's learning and progress, together with arrangements for safeguarding children.
- Parents' views were considered from written feedback provided.

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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