

Childminder report

Inspection date: 13 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder offers a welcoming and homely environment, which positively supports children's well-being. The staff team helps children to feel valued and secure by developing warm and caring relationships. For example, children confidently engage with adults as they join in with their play and learning throughout the day.

Children are comfortable and familiar with the childminder's routine. They behave well and demonstrate high levels of confidence as they eagerly anticipate the next activity in the routine. For example, children confidently turn the 'tidy up' song on and help to tidy the room before they go to the garden. Children enjoy regular outings locally. They are becoming increasingly aware of the community in which they live.

The childminder provides a curriculum using themes to focus on children's individual needs and interests. This informs the planning of activities to ensure that children make good progress in their learning and development. The childminder monitors the children's progress and plans next steps for their learning. Children are supported to be confident communicators. All children enjoy books and language-based activities, which support their speech and language skills. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points and are well prepared for the next stage of learning.

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

- The childminder has a clear and well-sequenced curriculum. She and the staff know the children's individual needs and interests very well. The childminder ensures that children with SEND make good progress. She works collaboratively with a range of professionals, incorporating specialist advice into individual plans, to meet all children's needs and promote learning.
- The childminder has a good knowledge of children's development and carefully assesses their progress to identify what they need to learn next. She plans activities that are based around children's next steps to build on their knowledge. However, occasionally, she does not fully support her staff to understand how to implement activities effectively enough to meet the needs of all children taking part. Therefore, this does not maximise children's engagement.
- The childminder places a high emphasis on children's communication and language, physical development and their personal, social and emotional development. She narrates what the children are doing in a simple way to encourage children's vocabulary. She encourages children to join in conversation

as they play. Children in the early stages of developing their language skills use gestures to make their meaning clear to others. They smile with delight when the adults acknowledge their efforts. Children wait with anticipation to join in the actions of songs and giggle with happiness as these happen.

- The childminder makes sure children have access to physical play and fresh air each day. She regularly takes them to local community shops and parks. The childminder provides children with nutritious meals and snacks. Children have good opportunities to learn to master everyday tasks for themselves, such as washing their hands before mealtimes and helping to dress themselves for the garden. However, at times, the childminder does not implement routines to support children to begin to understand the need of good hygiene practices as they play with real food.
- The childminder completes training regularly to make sure she keeps her knowledge up to date. She regularly monitors her staff through effective supervision meetings. The staff attend regular training sessions to help improve their knowledge and practice further. The childminder values the support she receives from the local authority early years team.
- The childminder has good relationships with parents. She develops a regular two-way flow of information with them about children's care and learning through daily discussions and an online app. This helps to provide a beneficial, collaborative approach to the support that children receive.

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:

- support staff to make greater use of opportunities to extend all children's learning during activities to help children make the best possible progress
- develop a more consistent approach to teaching children about the importance of good hygiene practices.

Setting details

Unique reference number	EY349734
Local authority	Lewisham
Inspection number	10333602
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 10
Total number of places	9
Number of children on roll	17
Date of previous inspection	9 January 2024

Information about this early years setting

The childminder registered in 2007 and lives in Hither Green, in the London Borough of Lewisham. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays. The childminder works with assistants. She offers funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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.
- The inspector spoke to the staff at convenient times during the inspection.

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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