

Childminder report

Inspection date:

8 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

Children greet the childminder and each other with delight upon arrival. Children form strong bonds with the childminder, which is evident as they reach up in anticipation to be cuddled. Babies explore books and toys while older children have access to a wide range of appropriate resources covering many aspects of learning. Children show confidence as they explore the activities, moving from one activity to another. Children learn the name of colours as they complete puzzles and clap their hands in delight as they accomplish activities.

Babies develop physical skills as they are encouraged to retrieve toys slightly out of reach. For example, while playing with small balls that roll across the floor, pre-crawlers focus as they stretch their bodies and arms to enable them to pick it up.

Children develop language skills while exploring bubble cars in the garden. The childminder sings the 'Wheels on the Bus' and points to the horn and wheels, encouraging the children to touch them and sing the song with her. Children learn to mix with other children, developing social skills, during regular outings to playgroups and rhyme-time sessions at the library. Physical skills are practised while kicking and throwing balls in the garden.

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

- Children develop communication and language skills while the childminder role models and extends vocabulary. Children enjoy interacting with books when stories are being read and learn to name and count objects, repeating what they hear. Children's ethnicity is well respected, as the childminder speaks to them in both English and their first language.
- Physical skills are developed while children explore the garden. They play with ride-on toys, using their legs to push themselves along and steer around obstacles, developing spatial awareness. Babies are encouraged and supported to push walkers to develop balance and strengthen leg muscles to help them learn to walk.
- Children show resilience when facing challenges. For example, babies explore shape sorters and persist until they are able to find the correct slot. They clap their hands together in recognition of their success. This demonstrates positive attitudes towards learning.
- The childminder does not help children to become independent in self-care. She does not role model or encourage them to take off, put on or fasten their coats. Children cannot wash their hands independently, they are unable to reach the sink, soap or the towels to dry their hands. This does not promote personal development and independence. Babies that are able to sit are fed on laps rather than in a highchair. Older children are not encouraged to eat their mid-

morning snacks themselves. This does not help children to develop self-care skills or give consistent messages to support healthy choices.

- Care practices do not always promote emotional security. For example, children were upset when it was time to wash their hands and the childminder did not discuss or acknowledge the emotions. This does not foster emotional intelligence and help children to recognise and understand their feelings.
- The childminder works closely with parents to establish starting points and areas for development in their learning. Parents comment that their children have made good progress in their language skills since being with the childminder. The childminder supports healthy eating habits, working together with parents, so that children move from liquid to solid foods. The childminder helps parents to promote social skills, suggesting places and groups they can attend, to meet other parents and children.
- The childminder regularly attends courses, and all mandatory training is up to date. She works with the local authority early years advisor to help strengthen practice, most recently completing a workshop about stimulating environments. Subsequently, the childminder re-evaluated practice and sourced a range of multi-functional pieces, including textured, colour-sorting puzzles. They sparked the children's interests and enhanced learning opportunities in many areas of learning and development. For example, the childminder extends vocabulary while describing shape, texture and colours. Children develop hand-to-eye coordination when manipulating the puzzle pieces into position. Children develop concentration and show positive behaviour as they persevere with the activity when trying to match shapes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of safeguarding and child protection. She knows how to recognise the signs and symptoms of possible abuse and how to keep children safe. The childminder understands the procedures to follow should she be concerned about a child and who to contact should an allegation be made against her. She is able to identify whether a child is exposed to extremist views or potentially vulnerable to inappropriate cultural customs. She helps children to learn to keep themselves safe through weekly fire practises. The premises are assessed for risks regularly, ensuring they are secure and safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure children are given ample and consistent opportunities to develop selfcare, such as dressing and undressing themselves, washing hands and feeding themselves	02/12/2022
support children to identify, name and understand emotions to develop emotional intelligence and security.	02/12/2022

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

- consistently foster children's interests to further enhance learning and development opportunities.

Setting details

Unique reference number	EY356245
Local authority	Lewisham
Inspection number	10235102
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder registered in 2007. She lives in Catford, in the London Borough of Lewisham. The childminder provides care from Monday to Friday, term time only.

Information about this inspection

Inspector

Jill Pearce

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- Children communicated with the inspector 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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