

Childminder report

Inspection date: 30 March 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 are happy, confident and secure in the childminder's home. They arrive eager to take off their coats and shoes, ready to engage in their play. Children take great delight in identifying their own and their friends' names during self-registration. This helps to build on their literacy skills. Children enjoy social interactions during breakfast time and recall past activities and events. They are kind and patient. The childminder has high expectations of children, who show extremely good manners. For instance, children share toys and equipment with others and gently respond saying, 'thank you' and 'you are welcome'. Children's behaviour is good.

The childminder's curriculum provides children with daily trips outdoors. Children have lots of opportunities to develop their physical skills within the home and outside. For instance, they join in action songs and rhymes. Children enjoy trips to the allotment. They grow fruit and vegetables from seeds. Children help to collect eggs from the hens and bring them home to eat. They develop a good understanding of the natural world and life cycles. Parents appreciate the broad range of activities that their children participate in. For example, children have regular trips to the toddler groups and library. They develop good social skills.

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

- The ambitious childminder gathers feedback from parents to help to improve her setting. She works with her assistant to plan a wide range of activities. However, sometimes, the childminder does not extend opportunities for children to explore their sense of awe and wonder. For instance, children's breakfast is ready made and they ask, 'Is there milk in the cereal?' In addition, the interesting range of ingredients planned for making play dough are already set out in serving bowls already. This means that children do not fully benefit from seeing the process and exploring cause and effect.
- Children develop some independence skills. For instance, they make choices about what they want to do. At snack time, they select from a range of fruit. Children confidently identify strawberries, tangerines and apples. However, they do not consistently have opportunities to do more things for themselves. For example, children do not pour from the jug or serve themselves at snack times and mealtimes.
- The childminder teaches children the importance of following good hygiene routines. For instance, children wash their hands and use hand sanitiser after they cover their mouth and nose when they sneeze or cough.
- Children enjoy regular music and rhyme sessions with the childminder and her assistant. They love choosing instruments and selecting their favourite songs to sing from the rhyme book. Children follow instructions and patiently wait for

their turn. They develop their listening and attention skills.

- Feedback from parents is complimentary. Parents speak highly of the support and guidance that they receive. For instance, they appreciate the effective systems in place to encourage their children to eat fruit and vegetables. Parents receive regular updates about their children's activities and progress. This helps to support children's learning at home.
- The childminder and her assistant know children well. They observe and assess children's progress from the moment they start. The childminder is attentive and responsive to children's emotional and care needs. She supports children to identify their feelings. For instance, during activities, the childminder highlights children's different facial expressions and asks them what they mean. Children describe their feelings, such as 'happy' and 'sad.' From a young age, children develop a good understanding of their similarities and differences. Children show high levels of awareness of others.
- Children benefit from a language-rich environment. For instance, children are very observant and identify the image on the water bottle as a 'strawberry'. The childminder gently corrects children when they identify objects incorrectly. She explains that the object is a 'thistle', which you find in Scotland. Children eagerly share information about relatives who also travel or live in Scotland. They develop excellent communication skills and confidently articulate what they know and can do. Children make good progress in all areas of their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good safeguarding knowledge. The childminder has a good understanding of her responsibilities to safeguard children. She knows how to identify if children are at risk of harm and the procedures to follow to protect them. The childminder understands areas of safeguarding, including female genital mutilation and the 'Prevent' duty. She carries out good risk assessments on and off her premises. The childminder helps children to understand about keeping safe. For example, children practise how to evacuate the home from the back and the front of the house.

What does the setting need to do to improve?

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

- build on the already good teaching during adult-led activities to create a sense of awe and wonder and challenge children's thinking and problem-solving skills
- extend opportunities for children to develop their independence skills and do more things for themselves.

Setting details

Unique reference number	EY365504
Local authority	Southwark
Inspection number	10280128
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 September 2017

Information about this early years setting

The childminder registered in 2009 and lives in East Dulwich. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Angela Colman

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 their evaluation of the childminder.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector. The inspector also read written feedback from parents.
- The childminder and the inspector observed interactions between the childminder, her assistant and children.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector looked at relevant documentation and checked evidence of the suitability of the childminder and her assistant.

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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