

Childminder report

Inspection date:

16 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

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 are happy and secure at this welcoming setting. They confidently say goodbye to their parents and quickly participate in activities. Children are encouraged to be independent. For instance, children identify their photograph and name when they self-register. This helps new children to settle quickly. In addition, children are developing their literacy skills. Young children take off their shoes and carefully put them away. They behave well. The childminder has high expectations for all children.

Children access a range of stimulating and challenging activities, inside the home and outside. For instance, the childminder uses the theme of 'red' as a focus for the week. Children help the childminder pick the red tomatoes in the garden. The childminder engages children in meaningful conversations to extend their speaking and listening further. For example, she describes how the fruit is 'cold' when it comes from the fridge. Young children confidently name the different types of fruit they are eating at snack time. Children are learning about life cycles and what makes them healthy. Children show determination and concentrate well. For example, they use a range of technological toys to match sounds, shapes and colours. They develop their early mathematical skills.

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

- Parents are complimentary about their children's experience with the childminder. They value the individually tailored settling-in periods. The childminder meets with parents and gathers registration information before children start. However, she does not gather as much information as possible about children's starting points to help support her initial planning.
- The childminder regularly evaluates her provision and gathers feedback from parents. However, she does not identify further relevant training to help raise the quality of her teaching and identify improvements to her setting.
- The childminder understands the impact the COVID-19 pandemic may have had on young children's well-being. She plans activities in the community to support children to develop their social skills. For example, they visit local parks, toddler groups and the library. This also builds on children's resilience skills and physical development.
- Children have lots of opportunities to develop their communication and language skills. For instance, the childminder talks to children about what is needed to make the play dough. Children enjoy learning about different ingredients and the difference between 'heavy' and 'light'. Children use terms such as 'squishy' and 'squeeze' as they use their hands to mix the dough. Children are very proud of their achievements. They receive lots of positive praise for their efforts. Children develop their early mathematical skills. In addition, all children,

including those who receive additional funding, make secure progress across all areas of learning.

- The ambitious childminder plans a wide range of activities. Children are encouraged to develop their creativity and imagination as they play. For instance, children take plates and make pretend meals they share with adults. The childminder encourages children to manage different tools, such as tweezers. Children show great joy as they identify the 'carrots' they have made. The childminder skilfully extends children's learning. She adds real carrots, which she encourages children to taste. Children develop their small-motor skills and have opportunities to use all their senses as they play.
- The childminder is committed to supporting children's development across all areas of the curriculum. She helps children to develop positive attitudes towards their learning. For instance, children show a 'can do' attitude as they build towers with blocks. This prepares them well for the next stage of their learning and for school.
- Children develop their independence skills. They select what they want to do, choosing resources to follow their own interests. For instance, children access pretend medical equipment. They listen and follow instructions as they learn how to use them. The childminder introduces the word 'stethoscope', as children take great delight in listening to the adult's heart. The childminder supports children to understand their uniqueness and how to be caring towards others. Children's behaviour is good.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection procedures and who to contact if concerned about a child's welfare. She can identify signs and symptoms that may indicate that a child is at risk of harm. The childminder is aware of the signs to look for when children may be at risk of extreme views and radicalisation. She regularly checks her home and garden to ensure it is clean and safe for children. In addition, she carries out risk assessments before children go to the park. This helps to keep children safe.

What does the setting need to do to improve?

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

- gather more detailed information from parents about children's experiences at home to help plan more precise support for children's learning and well-being
- enhance the use of professional development to focus more precisely on building knowledge and understanding in order to continuously raise the quality of teaching.

Setting details

Unique reference number	EY374684
Local authority	Southwark
Inspection number	10231775
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	2
Date of previous inspection	29 September 2016

Information about this early years setting

The childminder registered in 2008. She lives in Peckham, in the London Borough of Southwark. She is available to care for children on Thursday and Friday. She operates all year round. The childminder holds an appropriate qualification in childcare at level 3.

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- The inspector discussed the quality of teaching with the childminder through a joint observation.
- The inspector spoke with children and parents. She took their views into account.
- The inspector looked at a sample of the childminder's documentation.

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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