

Childminder report

Inspection date: 11 October 2022

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 smile and enjoy cuddles, as the childminder welcomes them on arrival. They say goodbye to their parents and settle quickly, showing they feel safe and secure. Younger children are excited to see their older peers and enjoy the social interaction. Children demonstrate their self-help skills and enjoy receiving praise. They take off their coats and shoes independently. Children benefit from the well-organised curriculum. They confidently make choices, which supports their development.

Children choose activities which interest them and show good levels of concentration. For example, they make marks on whiteboards and thread pasta on laces, which increases their fine motor skills. Children count and use different sized scoops to add rice and pasta to containers. This enhances their mathematical skills. They become more accurate as they tip and pour, explore the textures, and learn new concepts.

Children behave well. They understand rules and listen well to the childminder. She has high expectations for all children and talks to them in a calm and caring manner. Children respond well and help with tasks like tidying away. Children use good manners and learn about their feelings and emotions. This helps them understand being kind, sharing and showing appreciation for others.

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

- The childminder plans a broad range of activities for children to enjoy. She builds on their interests and uses assessments to check children are making good progress. The childminder identifies next steps and shares these with parents. However, during some activities, next steps are not always precise enough and cover too many learning aims. This limits children's time to practise their skills and to achieve their goals quickly.
- The childminder promotes children's communication and language skills well. She engages children in meaningful conversations and introduces new vocabulary as they play. Children enjoy snuggling with the childminder to listen to stories. They play instruments and sing together. Children enjoy using props, naming animals and copying actions and sounds.
- Children have many opportunities to learn about their diverse community and what makes them unique. The childminder learns words from the children's home languages and supports children with their tri-lingual learning. Children taste food from other countries and celebrate different festivals. This helps develop their understanding of their own culture and those of others.
- Partnerships with parents are strong. The childminder collects detailed information from the start, which helps her get to know children well. She

regularly provides feedback to parents regarding their children's progress, and shares ideas to extend learning at home. Parents talk positively about their children's achievements and comment on their increased language, confidence and improved physical skills.

- Children benefit from a wide range of outdoor activities. They regularly visit the park and use equipment, which extends their coordination and balance. The childminder promotes healthy lifestyles well. Children eat healthy food and snacks and learn about good oral health. They drink water and regularly wash their hands to promote good hygiene routines.
- Children develop an interest in mathematics from an early age, as the childminder weaves concepts through their play. For example, children learn about fruit being whole before they peel and divide satsumas into segments. Children count with the childminder as they cut grapes in half and slice cucumbers. Children learn numbers in songs, and sizes as they compare the wheels on different vehicles.
- The childminder regularly reviews the environment and rotates resources to maintain children's interests. She seeks views from parents and children to help her make improvements. The childminder has addressed her previous recommendations and extended opportunities to promote babies' sensory experiences.
- The childminder has completed mandatory training, including safeguarding and paediatric first-aid training. She reads childcare articles and keeps up to date with changes. However, the childminder has not identified any gaps in her knowledge or extended her continued professional development. This would help her raise the quality of teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She maintains her home environment, practises evacuation procedures with the children and tests the smoke alarms. The childminder uses daily checks to ensure the play areas are safe. The childminder teaches children about safety when using equipment, crossing the road and the dangers of online technology. She has completed safeguarding training, including the 'Prevent' duty. The childminder recognises signs and symptoms that might indicate a child is at risk of harm or abuse. She knows the procedures to follow to report any concerns. The childminder ensures suitability checks are in place for all household members.

What does the setting need to do to improve?

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

- plan next steps more precisely to help children build on their knowledge during

activities and consolidate their learning

- identify gaps and build on existing knowledge to raise the quality of teaching to a higher level.

Setting details

Unique reference number	EY380108
Local authority	Southwark
Inspection number	10235242
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	0 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 December 2016

Information about this early years setting

The childminder registered in 2008. She lives in the London Borough of Southwark. The childminder offers care all day, Monday to Friday, between 7am and 6pm, all year round, apart from childminder's holidays. She has a level 3 childcare qualification.

Information about this inspection

Inspector

Helen Craig

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 have taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability checks for the childminder, and those living in the childminder's home.
- The childminder and inspector held discussions about safeguarding and how the childminder evaluates her practice.

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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