

Childminder report

Inspection date:

22 September 2022

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

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe. They quickly settle into the childminder's care and show that they form warm bonds with her. Younger children look to the childminder for reassurance in the presence of unfamiliar adults. Children show care and consideration for each other. They demonstrate resilience, for example, as they quickly resume play after minor falls. Children benefit from the information that the childminder shares with their parents. They understand her expectations and respond well to more consistent routines at home.

Children receive strong encouragement from the childminder to persist at challenging tasks. They use their imaginations well and share accessible resources, such as during play with a pretend kitchen. Children recognise numerals and begin to count in sequence from an early stage. They develop their language well and gain confidence in their speaking skills. Children enjoy outings in the local community as part of learning more about the wider world. They are eager to help with tasks, achieve independent self-care and acquire positive social skills. Children engage well with learning and have good opportunities to develop important skills for the future.

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

- The childminder implements an effective curriculum. She is ambitious for children and plans activities which are based on their interests. The childminder has a good understanding of how to sequence learning opportunities. This helps children to build well on what they know and to progress well from their starting points.
- The childminder provides good opportunities for children to develop their communication and language. She recasts words to help children understand correct vocabulary, introduces them to new words and speaks with children about what they do. The childminder identifies opportunities for children to practise their speaking skills, for example as they socialise with others.
- The childminder makes good use of the information that she gathers from parents about children. Parents contribute to her accurate assessments of children's learning and what they need to learn next. The childminder promotes a shared approach to children's care and development. Parents receive regular information about their children's achievements.
- The childminder supports children effectively to help them engage in activities. She allows less-confident children plenty of time to complete tasks, giving them warm encouragement and support. Children show focus and concentrate well as they manoeuvre and fit puzzle pieces or thread pasta to make jewellery. This helps to develop children's small-muscle skills and prepares them well for future learning.

- The childminder uses resources in the community to extend children's learning experiences. Children enjoy visits to the museum and walks along the riverbank. They feel the sensation of rain on their hands during wet weather and interact with others in wider groups. Children sometimes use larger equipment in the park, although opportunities for more active play are less well planned.
- Children behave well. They listen and respond to the childminder's instructions and show that they understand her boundaries and expectations. Children show care for their friends. For example, they kiss and hug friends who hurt themselves while playing. Children eagerly wipe tables, ready for lunch. Younger children confidently feed themselves and show that they are proud of their achievements.
- The childminder works well with parents and knows children well. She speaks with children about their experiences away from her setting. However, the childminder does not closely consider how to reflect the backgrounds or languages that children speak in her curriculum. Despite this, children show that they know that their families are valued. For example, they speak often about important people in their lives.
- The childminder shares information with her assistant about children's care and development. She arranges training and provides updates to ensure that children's needs are met effectively. Parents report that they are very happy with the childminder's service. They value the support and advice that they receive and notice improvements in their children's language and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises potential risks to children's welfare, including exposure to extreme views, unsafe technology or irregular attendance. The childminder knows the procedures to follow if concerns about a child arise or if an allegation is made. She shares her safeguarding policy with her assistant and is clear about roles and responsibilities. The childminder manages risks appropriately in her home and while on outings. She teaches children about road safety. Children show their understanding of how to keep themselves safe as they play. The childminder knows where to seek safeguarding advice and support. She works collaboratively with relevant agencies to help 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:

- strengthen opportunities for children to enjoy more active play activities throughout the day
- enhance the curriculum further so that the languages and backgrounds of children are more closely considered.

Setting details

Unique reference number	EY381438
Local authority	Southwark
Inspection number	10235247
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	2
Date of previous inspection	27 October 2016

Information about this early years setting

The childminder registered in 2009 and lives near London Bridge, in the London Borough of Southwark. She operates all year round from 8am to 7pm, Thursday and Friday. The childminder holds a relevant qualification at level 3. She occasionally works with an assistant, who is also qualified to level 3.

Information about this inspection

Inspector

Kareen Jacobs

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 setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact 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 the professional development 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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