

Childminder report

Inspection date: 28 November 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder develops good relationships with children and is very caring towards them. As a result, children show that they feel happy, secure and safe. The childminder teaches children about expected behaviour and the importance of sharing and being kind in a positive way. Children have lots of opportunities to practise taking turns and are developing age-appropriate social skills.

Children choose what they would like to do and thoroughly enjoy being imaginative. The childminder enables all children to join in the various activities, such as going on a bear hunt together. They persist at their chosen tasks and revel in their achievements. The childminder understands how to evaluate the impact of an activity on children's learning. She recognises how she can improve activities and understands the importance of revisiting activities.

Children learn about the importance of healthy lifestyles. They participate in activities that help them to learn about the importance of brushing their teeth. Children have good opportunities to develop their physical skills. For instance, they routinely dance to music and visit parks where they use climbing equipment. Children engage in interesting activities that help to develop their hand-to-eye coordination, such as using tweezers to pick up objects to add to cups.

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

- The childminder has a clear well-designed curriculum. She knows children well and plans learning for them based on their interests, current level of development and what they need to know next. She places a strong emphasis on developing children's communication skills. The childminder knows the children in her care well. She makes regular assessments of what children know and can do and uses this information to plan for their next steps in learning. The childminder knows the procedures to follow should she need to seek support from other professionals to address any gaps in children's learning. As a result, children make good progress.
- The childminder provides children with a language-rich environment. She supports children to pronounce words such as 'swirling'. She engages in back-and-forth conversations with the children and asks them questions while they play. Children enjoy singing and dancing to familiar songs and rhymes. As a result, children become very confident talkers.
- Children enjoy looking at books independently and sharing stories with the childminder. This develops children's imagination and further enhances their love of books. For example, children eagerly re-enact their favourite story and engage visitors to help search for bears.
- The childminder introduces mathematical language into children's daily routines.

For example, she encourages children to count the steps as they climb to reach the sink. She helps children to recognise numbers, colours and shapes in the environment. These opportunities help to promote children's mathematical development.

- Children display positive physical and emotional health. They show confidence and increasing independence with skills such as handwashing, eating and dressing into outerwear. Children discuss healthy fruit snacks and choose healthy lunch options, such as sandwiches and salad sticks. Children engage in healthy lifestyle choices. The childminder supports children to be safe and to manage risks well. For instance, she reminds children to hold onto the rail as they navigate steps into the garden.
- Partnerships with parents are good. Parents are extremely complimentary about the quality of care and education that their children receive. They say that the childminder is very nurturing and goes over and above their expectations. The childminder supports children to continue their learning at home. For example, she shares photos and has regular verbal meetings with parents. As a result, children receive good continuity of care and learning.
- The childminder is reflective of her practice. She thinks about the way children learn and adapts her practice. She uses training courses and independent research to enhance her skills and knowledge. However, the childminder does not consistently look at how this knowledge can improve her teaching practice to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding training to keep her knowledge up to date. She is aware of the indicators of child abuse and neglect. The childminder knows the procedures to follow should she have any concerns about a child's welfare. She carries out daily safety checks on all areas of her home and garden to ensure that children play in a secure environment. The childminder has a good understanding of what to do and who to contact should an allegation be made against her or a member of her family.

What does the setting need to do to improve?

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

- evaluate new knowledge gained from professional development to improve the quality of teaching even further.

Setting details

Unique reference number	EY382486
Local authority	Lewisham
Inspection number	10308267
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	3
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2008 and lives in the London Borough of Lewisham. She operates from Monday to Thursday, for most of the year. The childminder provides funded early education for three- and four-year-old children. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

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 spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- The inspector spoke with the childminder about children's learning and development.
- The inspector observed interactions between the childminder and the children.
- The inspector sampled written feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023