

# Childminder report

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Inspection date:

17 November 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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

## What is it like to attend this early years setting?

### The provision is good

Children are happy, confident and settled with the childminder. They build strong relationships with her. The childminder has a very kind and caring approach. This helps new children feel secure and settle quickly. For instance, babies confidently seek cuddles and reassurance when needed. The childminder provides an ambitious curriculum that encourages children to learn. She places a high priority on supporting children's developing language skills. Children develop their language and communication skills well. Young children are articulate and their vocabulary increases rapidly. For example, they name the colours and describe the objects they see in their favourite books, such as 'ant', 'ladybird' and 'butterflies'.

The childminder provides a wide range of experiences to help stimulate young children's curiosity to explore the world. For example, children have regular trips to toddler groups and the library. This helps to build on their social skills and well-being. From a young age, they enjoy being outdoors. They carefully navigate risks, such as with climbing equipment and bikes. This builds on their large motor skills. Children are kind and caring. They demonstrate compassion for each other and are extremely polite. For instance, young children say 'please' and 'thank you' spontaneously throughout the day. Children's behaviour is good.

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

- Parents are complimentary about the care the childminder provides for their children. They comment on the good progress children are making in their learning. The childminder works closely with parents right from the start. For instance, she gathers information about children and their individual needs. However, the childminder does not consider ways to work in partnership with other settings children may attend or when they transition to school. This would also provide consistency in children's learning.
- The childminder discusses different ideas with other professionals to help develop her learning environment. However, she does not evaluate her practice and routinely identify professional development opportunities to increase her understanding of how to improve the quality of education.
- Children develop a love for books. The childminder provides a wide range of reading resources that are interesting and relevant to the children in her care. She helps children to learn that print carries meaning. The childminder skilfully points to different pictures and encourages children to name colours and count objects. For instance, young children enjoy counting the insects from one to 10. This builds on children's mathematical skills. All children make good progress in their learning.
- The childminder supports children to develop a healthy lifestyle. Children have regular visits to the local park. They develop their physical skills in the garden

and learn about the natural world. Children use their senses as they learn about birds, butterflies and plants.

- The childminder provides age-appropriate ways to teach children how to respect themselves and others. For instance, children play with different baby dolls. They learn about their similarities and differences. Children behave well and respect their peers.
- The childminder has a good awareness of children's backgrounds and interests. She supports children to understand different cultures and communities. Children have the opportunity to eat food from around the world. For instance, they enjoy eating cereal from Zimbabwe.
- The childminder has high expectations for all children. She supports children's independence skills well. For example, young children are encouraged to take off their coat. They put their slippers on the correct feet when they arrive in the morning. Children receive lots of positive praise for their efforts. As a result, children are eager to do things for themselves and are developing the skills they need for their next stage in learning.
- The childminder plans the curriculum to help children learn across all areas of learning. She joins in children's play to build on their ideas. This helps children sustain their focus and extend their learning. For instance, young children concentrate as they stack bricks on top of each other and make them balance. They extend their play, building trains and different buildings. This helps children develop their creative skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder checks the home, garden and parks, before children have access, to ensure the areas are safe and secure. The childminder holds a current paediatric first-aid certificate. She understands safeguarding. The childminder has a good knowledge and understanding of the signs of abuse, including neglect. She has a good understanding of how to keep children safe from radical views and female genital mutilation. She knows how to identify and highlight potential issues with regard to children's safety. The childminder knows the procedures to follow if she needs to report any concerns.

## What does the setting need to do to improve?

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

- develop partnerships with other settings that children may attend, to promote continuity in children's learning and development
- 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

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY395544                                            |
| <b>Local authority</b>                             | Lewisham                                            |
| <b>Inspection number</b>                           | 10235326                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 2                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 2                                                   |
| <b>Date of previous inspection</b>                 | 9 January 2017                                      |

## Information about this early years setting

The childminder registered in 2010. She lives in the London Borough of Lewisham. The childminder operates her service Monday to Friday, 8am to 6pm. The childminder is qualified to level 3 in childcare and education.

## 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.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector completed a learning walk together. They discussed the curriculum and what it is that the childminder wants children to learn.
- The inspector held a leadership and management discussion with the childminder.

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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Manchester  
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