

Childminder report

Inspection date: 12 January 2023

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 enter the home of the childminder smiling. They receive a warm welcome from the childminder, her assistant and their friends. Children begin choosing activities as soon as they arrive, encouraging their friends to join in. They take turns and share and show care and concern for each other. Children have access to a range of open-ended resources. For example, children are keen to dress up as firefighters and police and talk to their friends and adults about this. They show independence by taking off their shoes and putting on the dressing-up clothes.

The provision is purposeful and based on the intended learning for each child attending the setting. Children self-select toys from shelves, such as puzzles, pretend food, books and mark-making materials. They rub chalk off a chalkboard with their hands and discuss what is happening amongst themselves. Children behave well. The childminder and her assistant model good behaviour and support children who are still learning to share. As a result, children learn social skills which will prepare them for starting school. Children explore the local neighbourhood with trips to parks, playgroups and the library. They have access to a large outdoor area where they can develop their physical skills.

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

- There is a strong focus on stories, songs and rhymes. Children have favourite songs and know the words to them. They can repeat familiar stories from memory. Older children complete activities to build concentration and perseverance. For example, they complete puzzles, mark-making and cutting activities. The childminder and her assistant plan children's next steps and share these with the parents and other settings the children attend. They read books in Italian, Spanish and English. Children attending the setting speak many languages. Although the youngest children communicate well with the adults, the setting could do more to help them to engage with other children.
- Children gain experience of the world around them. They visit the fire station to learn about the role of a firefighter. In the outdoor area children learn about the natural world.
- Children have strong bonds with each other and the adults. They are caring towards each other. They talk about what they are doing and sing out loud. Children are learning how to manage their behaviour with the help of adults. The adults model good manners and have high expectations of the children's behaviour.
- Parents speak highly of the setting and feel their children are happy. Parents say that it is like a home away from home. They get regular feedback about their child's learning and development.
- Children are confident and talk about their likes and dislikes. They talk about

their favourite songs and sing to each other. They talk about their home and their families, and are at ease with visitors to the setting.

- Children are provided with healthy food at mealtimes. Parents have the choice to bring in their own food or that which is provided by the childminder. She works with parents to ensure meals are nutritious and healthy. Children are social at mealtimes, talking about what they are eating.
- The childminder is committed to continuous professional development. She attends additional training and development courses, to improve both the outcomes for children and her knowledge of how to reflect on her setting. For instance, she recently attended a course on identifying strengths and weaknesses and improving standards. The impact of this is that she is developing her outdoor area to provide more learning opportunities for the children.
- The childminder supports her assistant with regular supervision and professional development opportunities.
- The childminder is well known in the community, and many parents find out about her through word of mouth. The childminder considers parent feedback and implements the suggestions they make. For example, she recently hosted a Christmas singing concert. The childminder and her assistant are calm and attentive to the individual needs of the children.
- Children eat healthy food, drink water and learn to look after their personal hygiene from a young age.

Safeguarding

The arrangements for safeguarding are effective.

Adults are aware of indicators of possible abuse and what to do if concerned about a child. The childminder and her assistant know the procedures to follow if they have any concerns about a child's welfare. The childminder knows the procedure to follow if there is an allegation made against her, her assistant or a member of her household. All required documentation is in place. The childminder provides a safe and secure setting for the children to learn in. Both the childminder and her assistant attend regular training in topics associated with keeping children safe from harm.

What does the setting need to do to improve?

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

- provide more support for children who are not talking yet to interact and engage with other children.

Setting details

Unique reference number	EY396980
Local authority	Lewisham
Inspection number	10235335
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	10
Number of children on roll	10
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2009 and lives in Grove Park, in the London Borough of Lewisham. She offers her service from 8am to 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Leanne Bnidar

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 her evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between staff/the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint evaluation of an activity.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.

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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