

Childminder report

Inspection date:

29 March 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and confident. The childminder and her assistants take the time to get to know children, and they use this information to provide activities that they enjoy. Children are motivated to learn and enjoy exploring the resources available to them. For example, children demonstrate their physical development as they make shapes in the sand using moulds. The childminder and her assistants use songs to capture children's attention and interest. For example, children happily sing a 'days of the week' song to help them learn how many days in the week there are. Children develop strong bonds with the childminder and her assistants. They are offered encouragement and praise for their achievements, and this contributes to the warm atmosphere felt throughout the childminder's home.

Children's behaviour is good. They make the inspector feel very welcome, offering her an 'ice cream' and asking her name when she arrives. Children form strong bonds with each other, cheering each other on and celebrating each other's success. For instance, when a child finds their name to put on the chart, their friends clap their hands and offer a heartfelt 'yay'.

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

- The childminder checks on children's development well to help her recognise and address any emerging gaps in their learning. She completes regular assessments and shares these with parents.
- The childminder and her assistants gather important information about children's interests, routines and current capabilities when they join the setting. For example, the childminder now uses an 'All about me' document to learn as much as possible about the children. She uses this information in an effective way to plan new learning experiences for the children. Children make good progress from their starting points.
- The childminder and her assistants complete training to update their professional development. Recently this training has been based on helping children to manage their behaviour. Together, they use what they have learned in their day-to-day practice. However, at times, they miss opportunities to help children learn about how their behaviour can have an impact on themselves and others.
- Children show a good understanding of mathematics. For example, children happily go to the mark-making table to draw shapes. They proudly show the childminder their drawing of a circle. Children curiously search for numbers hidden in the sand tray, spotting the number 'two' quickly.
- The childminder has good partnerships with parents. She gives them regular updates on their children's progress. She talks with parents each day, sharing with them what children have been learning about throughout the day. Parents

speak highly of the childminder, commenting on the creative activities available and the excellent communication they receive.

- Children are independent and enjoy doing things for themselves. They eagerly get themselves ready to go outside. During carpet time, children make suggestions about which songs they would like to sing, such as 'The Wheels on the Bus'. Children understand the routine well, and this helps them feel secure. This security enables them to lead their own play and learning.
- The childminder and her assistants are kind, nurturing and motivated. They are passionate about supporting children's learning and adapting the curriculum to meet children's individual needs. For example, the childminder recently purchased new books about having a new baby in the family, when one of the children became a big sister.
- Children are strong communicators. The childminder and her assistants show genuine enthusiasm as they talk to the children. Children are confident to share their ideas and opinions. For example, they tell the inspector that they eat yogurt at home and their favourite animals are lions.
- Children are safe and move around the childminder's home with ease. The childminder shows a clear understanding on how to keep children safe. However, she has not fully understood the ratio requirements that she must adhere to and, on a small number of days, she has too many children present at one time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are knowledgeable about the signs and symptoms that could indicate a child is at risk of harm. They understand what they must do if they are worried about a child's welfare. Staff know the procedures to follow if they have a concern about a child. The childminder follows robust safer recruitment procedures and ensures that all assistants have an induction. Risk assessments of the indoor and outdoor environments are carried out to minimise risks and maintain children's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that ratios are adhered to at all times and kept in line with what is stated in the early years requirements.	26/05/2023

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

- strengthen teaching to help children gain a deeper understanding of how their behaviour can have an impact on themselves and others.

Setting details

Unique reference number	EY402615
Local authority	Southwark
Inspection number	10264554
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	19 June 2017

Information about this early years setting

The childminder registered in 2009 and lives in Peckham, in the London Borough of Southwark. The childminder works alongside two assistants. The childminder holds an early years qualification at level 3. She operates all year round, on Monday to Friday, from 8am until 6pm.

Information about this inspection

Inspector

Laura Rathbone

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 childminder.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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