

Childminder report

Inspection date:

21 February 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and enthusiastically walk to the childminder's home. They are supported to take off their coats and shoes and quickly settle down to play. Children have close attachments with the childminder and co-childminder, who are kind and caring. Children behave well and feel safe and secure. They enjoy opportunities to develop their large motor skills. For instance, they move around the home on trikes and skateboards. This helps build on their balance and coordination.

The childminder's curriculum provides a wide range of resources and activities. Children develop their imaginations as they play with different miniature people and vehicles. They confidently initiate conversations about what they are doing and share their ideas with the childminder and their friends. Children develop their love of reading. For instance, they read a selection of books alone and snuggle up with the childminder to hear stories. Children receive lots of positive praise and encouragement for their efforts. This builds on their self-esteem and confidence. Children have positive relationships with their friends and share well. For example, they patiently wait for their turn and support their peers to complete puzzles. Children enjoy identifying letters as they place them in the correct puzzle shape. They develop their early literacy skills.

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

- The childminder and co-childminder provide high-quality care. They reflect on the quality of experiences provided for children and plan relevant improvements. The childminder knows the children and their families well. She observes children and gathers information about their interests to provide a range of resources. However, the childminder does not always consider children's stages of development when planning activities, so that they are challenged appropriately.
- Children play well together. They enjoy problem-solving and show an understanding of working in partnership with others and taking turns. For example, they make room for friends to join their play and concentrate well as they build towers with the bricks. This helps children to feel valued and respected.
- Children develop their early mathematical skills. For instance, the childminder talks about how many sides shapes have as children use the shape sorter. Children learn about how to identify the triangle shape on one side of the three-dimensional shape sorter blocks.
- Partnership working is strong. The childminder establishes links with other settings children attend, helping to support continuity in their care and learning.

Parents appreciate the daily updates and the play and learning children access. They comment that they are happy with the care their children receive.

- The childminder provides healthy snacks. Children are encouraged to stay hydrated and drink fresh water. They are supported to make healthy choices as they discuss their favourite snacks. Children's behaviour is good. For example, they sit together to eat their yogurts. Children hold and manage cutlery correctly. They are developing their small motor skills. The childminder uses this time to promote independence skills.
- Children learn about the world around them and access fresh air outdoors. The childminder supports children to learn about cause and effect. For instance, they use technology toys to turn on and off lights and listen to the changing sounds.
- The childminder and co-childminder support children to develop an understanding of the diverse community. For instance, children have pancakes to learn about Pancake Day and celebrate different festivals. In addition, children enjoy trying to repeat words in different languages. Children are developing an understanding about what makes them similar and different.
- The ambitious childminder works in partnership with other professionals. She evaluates her practice and builds on her continual training. The childminder shares her learning with the co-childminder to extend their skills further.
- The childminder encourages children to talk about their likes and dislikes. Children confidently talk about what they have made as they use creative resources. Children patiently cut with scissors and create different shapes and patterns. They are eager to glue their artwork together ready to take home. Children are proud of their efforts. They develop their communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and co-childminder demonstrate a good understanding of child protection. They have knowledge of the signs and symptoms of abuse, including extreme views or behaviours. The childminder knows what to do and who to contact if she has a concern about a child. She knows the process to follow should she have a concern regarding the conduct of others working with children. The childminder completes safeguarding training to ensure she has up-to-date knowledge. For instance, she learns how some aspects of extreme faith and beliefs can be forms of abuse. This helps keep children safe.

Setting details

Unique reference number	EY411155
Local authority	Southwark
Inspection number	10264137
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	3 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2010. She lives in the London Borough of Southwark and works with a co-childminder. She holds a relevant childcare qualification at level 3. She provides childcare Monday to Friday from 7.30am to 8.45am and 3pm to 9.30pm. She operates her service during term times and the holidays.

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.
- The childminder and the inspector carried out a learning walk. They discussed the learning space together and how the provider organises activities in the setting.
- The inspector spoke to parents and children to gather their views about the setting.
- The childminder and the inspector carried out a joint observation together.
- The inspector observed the childminder's and co-childminder's interactions with children. She spoke to them about safeguarding, their training and support.
- Relevant documentation was sampled during the inspection.

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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