

# Childminder report

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Inspection date: 1 March 2023

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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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |             |
|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

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

### **The provision is good**

Children enjoy their time with the childminder. They are busy and active throughout the day. Children are comfortable and safe in her care. The childminder plans a wide range of activities for children to make sure that they develop well in all areas of learning. Children have plenty of opportunities to play and learn outside in the well-resourced garden, the park and forest school. They learn to keep themselves safe and well. For example, on the walk to school, children learn about road safety. They know to cross the road when the 'green man' appears.

The childminder has high expectations of children, who are learning to share and cooperate with each other. The childminder teaches them to use 'kind hands' and children say, 'We should be gentle together.' When, inevitably, minor squabbles do occur, the childminder manages these calmly and caringly. However, she does not always clearly explain why children's behaviour is not appropriate to help them learn to understand and manage their feelings and actions.

Children learn to be independent. There is a good focus on developing the skills children need prior to moving to the next stage in their education. Children learn table manners, how to put on their own coats and use the toilet independently.

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

- The childminder knows children and families well. Good information-sharing between the childminder and parents ensures that they work together in partnership to the benefit of children. For example, curriculum themes, such as 'Spring', are shared so that parents can build on what their children are learning.
- The childminder ensures that children learn about healthy lifestyles. She gives a high priority to good hygiene. This helps to prevent germs spreading. Children have their own towels in the bathroom to dry their hands when they wash them after outdoor play and before eating.
- The childminder's home is clean and safe. Children are encouraged to care for their environment by tidying away toys before they move on to another activity. They learn what is good for the planet, such as by picking up litter and planting seeds.
- The childminder has attended recent paediatric first-aid training. She has good, shared procedures in place to ensure that any accidents or illnesses are managed efficiently. Children's good health is further supported through the healthy menus that are provided and shared daily with parents.
- Any concerns about the children's development are identified, shared with parents and addressed promptly. The childminder assesses children's progress accurately. She knows what she wants children to learn next and plans her curriculum to help them to achieve their next steps in development. For

example, children develop their fine motor skills by scooping and pouring coloured rice and making play dough flowers.

- The childminder attends training to further develop her practice and provision. She has recently completed a course on safe sleeping arrangements for babies and has implemented this learning into her practice. She keeps up to date with changes in the field of early years. For example, she has introduced children and their parents to information about oral hygiene as this is now a requirement in the early years foundation stage.
- The childminder has acted on feedback from the last inspection and improved her curriculum for mathematics. Children now have many opportunities to learn about number and shape. However, at times, the childminder asks children questions rather rapidly to test their learning. She does not always allow children the processing time which they need to think things through and respond.
- The childminder ensures that opportunities to learn about other families, peoples and communities are woven throughout the curriculum and resources provided. Children learn about different festivals, celebrations and events throughout the year. Occasionally, the childminder supports children's learning through careful use of electronic devices. For example, children watched a short video to help them learn about Remembrance Day.
- Parents are highly positive about the trusted childminder and the service which she provides. They are happy with their children's care and education. Parents report that their children have progressed really well in the childminder's caring, fun and varied learning environment.

## Safeguarding

The arrangements for safeguarding are effective.

The experienced childminder has an up-to-date understanding of safeguarding issues. She knows the signs and symptoms of concern that would alert her to possible abuse or neglect. The childminder knows how to record and refer anything of concern to the relevant agencies. She uses careful risk assessment to ensure that children's safety, within the home and when on outings, is given the highest priority. The childminder understands the risks and benefits to children from the internet. She ensures that children in her care are protected through supervision and use of safe spaces.

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

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

- develop teaching practice further by giving children clear explanations and the time they need to process information and respond, so that they make the best possible progress in their learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY415319                                                                          |
| <b>Local authority</b>                             | Lewisham                                                                          |
| <b>Inspection number</b>                           | 10235450                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 21 February 2017                                                                  |

## Information about this early years setting

The childminder registered in October 2010. She lives in Lee, in the London Borough of Lewisham. The childminder works three days a week, from 8am to 6pm, for 48 weeks of the year.

## Information about this inspection

### Inspector

Penny Fisher

### 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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector at times throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views with the inspector through the parent questionnaires provided.
- 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.

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