

Childminder report

Inspection date: 20 June 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children arrive excited for their day. The childminder has high expectations for children and they behave well. Children show this by being happy and content in her home and as they arrive they quickly say 'goodbye' to their parents or carers. The childminder provides different activities each day and gives children time to engage in free play based on children's interests.

Children discuss their healthy choices for breakfast and help to set the table. They chat excitedly around the table taking turns to talk and listen to one another. The childminder is respectful towards the children and they show respect to themselves, living things and their friends as a result.

The childminder understands the importance of teaching children about the world around them and aims to offer children new and different experiences to what they are used to. For example, children visit the British Library to learn about books and how they are made. They visit the local cafe to learn about good manners when eating out. The childminder has arranged childminder and family days out, sports days and she has developed a plot of land into a community nature garden. This supports children to develop an understanding of differences and similarities in the community and enables them to have a wider circle of friends to play and to learn to share with.

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

- The childminder introduces children to mathematical concepts from a young age. Children excitedly hide in a box and then look for each other behind, next to and inside objects. The childminder extends children's use of mathematical language in her conversations with children as they play. This gives children a strong foundation in early mathematics.
- The childminder understands the importance of quality conversations with the children and models language well. Children's communication skills are fully supported, and their language is good. The childminder is skilful in how she asks children questions. She gives children time to answer and children listen well.
- Children explore the inspiring nature garden. They pick mint and fennel to cook in their outdoor kitchen. They explore the rich variety of plants that they are growing. The childminder enriches children's vocabulary by teaching them the names of the plants. She encourages children to use their senses to explore the smells and textures around them. Children learn about where food comes from. Children become deeply engaged when looking for snails and watering plants.
- In the indoor environment, children play cooperatively and with the help of the childminder they solve simple disputes. There are lots of resources for the children to choose from however this does mean they move on from activities

quickly and lose concentration quicker than they do in the nature garden.

- The childminder promotes independent learning and consistently offers children choices in their play. At snack time, each child has their own chopping board and safety knife that they use with increasing skill. Before going outside children know that they need to put on their high visibility vest, sun cream, hats and shoes. They collect them independently and practise putting them on by themselves. Children are eager to learn new skills.
- Children's good health and hygiene is promoted. The childminder provides healthy meals and snacks. Children wash their hands before they eat and wipe their faces after eating. This helps children to develop good hygiene practises.
- Parents communicate they they feel supported and are kept well informed with their child's development and that their children are happy with the childminder. They provide feedback on questionnaires which are completed when a child leaves the setting. This could be completed more regularly so that the information can impact the children while at the setting.
- Through discussion, the childminder verbally demonstrates a good knowledge of safer recruitment. She supports her assistant in her role by providing her with regular supervision. The childminder spends time sharing best practice with her assistant based on her own experience. This impacts how the assistant works with children to develop their learning.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends training and seeks advice from other professionals. She is reflective and seeks to attend more training on child development to further enhance her practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the planning of the inside environment to support children's engagement in self-chosen learning
- enhance the parent feedback process to obtain useful information and drive improvement during a child's journey at the setting to help children make even greater progress.

Setting details

Unique reference number	EY419874
Local authority	Lewisham
Inspection number	10351555
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	2 to 3
Total number of places	12
Number of children on roll	4
Date of previous inspection	24 September 2018

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Lewisham. She operates 48 weeks per year and also offers term-time only contracts. The childminder's operating hours are 8am to 6pm from Monday to Thursday. She works with an assistant. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Leanne Bnidar

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Parents spoke to the inspector and children talked about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024