

# Childminder report

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Inspection date: 28 August 2024

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

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

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

### **The provision is good**

Children settle well into the care of the warm and friendly childminder. They show they feel happy and secure in the environment, such as they safely explore the resources set up for them. The childminder gathers information from parents to help her to settle children and form close bonds. The childminder knows children well and meets their needs. For example, she knows individual routines and prepares in advance so when babies communicate with cries, she can feed them or put them down for a nap. This helps children to feel safe and secure in her home.

The childminder has developed a curriculum that supports children in all areas of learning. She considers what children already know and can do, and identifies what she wants children to learn next. The childminder plans for children's next steps in learning and provides resources and activities to support these. This helps children to make progress in all areas. The childminder provides children with experiences they may not get at home, such as trips on a bus or train, nature walks and visits to the library.

The childminder promotes children's positive behaviour through praise and encouragement. She supports children to manage their behaviour by talking with them about what happened and support them to find better ways to manage situations. The childminder is a good role model. She teaches children good manners from a young age by saying 'please' and 'thank you' throughout the day.

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

- The childminder demonstrates a good knowledge of how children learn and develop. When children join her setting, she gathers information from parents to find out what children already know and can do. The childminder uses this information to provide a curriculum based on what children need to learn next. She regularly assesses children to monitor their development and identify any gaps in their learning.
- The childminder provides a good range of activities and resources to support children's learning and development. For example, she provides babies with 'tummy time' to build their strength and encourage crawling, while she offers older children mark-making activities to strengthen their fingers and develop writing skills. However, the childminder identifies that she does not always know how to extend children's learning during planned activities to further develop their knowledge and skills for their next stage in learning.
- The childminder shows a good understanding of how to support children with special educational needs and/or disabilities. She understands the importance of good communication. The childminder works cooperatively with parents and other professionals to ensure a consistent approach in supporting all children to

make good progress from their starting points in development.

- The childminder provides a language-rich environment for children. She sings songs and reads stories. Babies show enjoyment during interactions with the childminder, for instance, they look up at the childminder and smile as she reads books and imitates animal and vehicle sounds. The childminder speaks to babies throughout the day. She comments on what they are doing and keeps them informed on what she is doing. Books are accessible for children and there is a range on offer suitable for all ages, for example, hard picture books for babies and story books for older children.
- Children learn about different people and cultures. The childminder gathers information from parents about their own traditions. She teaches children about different festivals from around the world. The childminder offers a range of resources, such as dual language books and dolls that reflect different cultures and traditions. She gathers information about children's home languages to support children who speak English as an additional language to settle and learn.
- The childminder supports children's physical development well. She has strategies and resources to support babies to crawl and walk, such as walkers and toys to explore when they are on their tummy. Older children benefit from trips to the local parks where they can run freely and use climbing apparatus to strengthen their muscles and develop their balance.
- The childminder evaluates her practice and reflects on areas of development. She gathers feedback from parents and uses this to improve her practice. The childminder attends training courses with the local authority and completes online courses 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 knowledge to skilfully extend children's learning to further develop their knowledge and skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY422216                                                                          |
| <b>Local authority</b>                             | Southwark                                                                         |
| <b>Inspection number</b>                           | 10351971                                                                          |
| <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> | 0 to 0                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 1                                                                                 |
| <b>Date of previous inspection</b>                 | 24 December 2018                                                                  |

## Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Southwark. The childminder operates her service from all year round, from 8am to 6pm, Monday to Friday, except for bank holidays. She holds a relevant early years qualification at level 2.

## Information about this inspection

**Inspector**  
Katie Smith

## 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.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact 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.

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