

Childminder report

Inspection date: 12 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children form very close bonds with the childminder and her assistant. They arrive at the setting each day as motivated learners. For example, they are eager to make marks and write their names on the large chalkboard when they arrive in the morning. Children are happy and develop good communication skills. In addition, they confidently express their needs and wants throughout the day. The childminder works closely with families and uses information she gathers to provide interesting activities which help children settle quickly. The childminder and her assistant make effective use of children's interests to plan stimulating topics and themes that challenge them and keep them engaged in their learning. For example, younger children drew around each other and named parts of their bodies, while older children learned new vocabulary about the internal parts of the body such as the 'oesophagus'. The childminder teaches children from a young age how to move confidently between the inside and outside areas and extend their play. In these ways, children make good progress from their starting points. Children learn how to keep themselves safe. The childminder has high expectations for children's behaviour and they respond well.

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

- The childminder ensures that the environment, inside and outside, supports children's learning through an ambitious curriculum. Children enjoy learning about cause and effect as they lead their play. For example, they use different brushes to paint with water on walls. Children use cars and different-sized balls in tubes and gutter pipes. Young children try to make things work as they explore buttons, lights and sounds on their technology toys. The childminder supports children to sustain their interest. They develop their mathematical skills and good hand-eye coordination. The childminder provides a wide range of resources as well as having regular trips to the toy library.
- The childminder supports children's well-being and sense of belonging. She demonstrates this by displaying photographs of their achievements and artwork. The childminder helps to develop children's communication and language skills. For example, she uses key words in children's first language as well as basic sign language. The childminder helps children to learn about different cultures and people around them. Children develop personal skills to prepare them for the next stage in their learning and in readiness for school.
- The childminder supports children to be independent and build their resilience. She encourages them to make choices and express their feelings in an appropriate way. All children show increasingly high levels of confidence in social situations. They have regular trips to toddler groups, museums and the library. Children listen attentively to stories and develop good literacy skills. They choose their favourite books and stories to read alone and with their friends.

- The childminder and her assistant have good relationships with parents, holding regular meetings to share updates about children's progress. In addition, they encourage parents to give regular feedback. This enables parents to support their children's learning at home. The childminder also shares information with other professionals and settings children attend. However, she has not ensured that she has the necessary knowledge and skills to fully support children with special educational needs and/or disabilities (SEND).
- The childminder supports children to develop good physical skills from a young age. They respond to clear instructions and develop good control, for example by learning to balance on beams in the garden and at the park. Children enjoy lining up to wash their hands before eating. The childminder sustains an environment which places healthy eating as a priority. She discusses snacks and meals with parents and children to ensure they have a daily balanced diet. Children confidently feed themselves and learn to make healthy choices.
- The childminder gathers feedback from her assistant, parents and children to help her assess her strengths and weaknesses. This helps to drive her setting forward.

Safeguarding

The arrangements for safeguarding are effective.

The childminder works closely with her assistant and ensures that safer recruitment procedures are in place to help keep children safe. The childminder holds regular meetings with her assistant to provide ongoing support and to discuss individual children's learning and development. Both the childminder and her assistant have a secure understanding of the possible signs of abuse. They understand the procedures to follow should they have concerns about the welfare of a child in their care. The childminder monitors mandatory training to ensure it is kept up to date, such as paediatric first aid and safeguarding. This support children's safety and welfare.

What does the setting need to do to improve?

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

- enhance knowledge of how to support children with SEND to help them make the best possible progress and reach their full potential.

Setting details

Unique reference number	EY434228
Local authority	Lewisham
Inspection number	10064612
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Lewisham. She provides her service from Monday to Thursday, 8.30am to 6pm. The childminder and her assistant both hold a relevant qualification at level 3.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- A joint observation of the assistant was discussed with the childminder to evaluate the quality of teaching and learning.
- The inspector completed a learning walk with the childminder to understand how the setting and curriculum are organised.
- The inspector and the childminder looked around the home and discussed those also living at the premises.
- The inspector held discussions with children and parents. She also took into account their written feedback.
- During the inspection the inspector sampled documentation and discussed safeguarding with the childminder and her assistant, and how they reflect on their practice.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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