

Childminder report

Inspection date:

7 September 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children feel secure, happy and content in the setting. The childminder and her co-childminder have developed good attachments with the children. They obtain detailed information when children start and tailor the settling-in process to suit the needs of each child. This helps children to settle in quickly.

The childminder implements a curriculum that supports children's independence. Children are confident and display high levels of independence in play. Toddlers move around the learning area freely choosing what they would like to play with and finding out how things work. They learn to tidy up and put away resources after play and learning. Children develop good emotional skills and behave well for their age. The childminder and her co-childminder set high expectations for children's behaviour. They set a good example and teach children to value and respect other people.

Toddlers make lots of sounds, repeat words and begin to form a sentence. They bring their own experiences into play and act out new and familiar situations while playing with the dolls. The childminder interacts positively with the children, which helps to extend their play and learning.

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

- The childminder evaluates her practice well. She works closely with her co-childminder to assess what is working well and identify areas that they need to improve. Since the last inspection, the childminder and her co-childminder have worked hard to address the action and recommendations raised at the last inspection. This has helped to raise the quality of the provision to a good level.
- Overall, the childminder knows what she wants children to learn. She works closely with parents when children start to help her identify their starting points and plan to move them further in their learning. However, on some occasions, the childminder does not implement her learning aims effectively. For instance, she focuses more on what the children are interested in and therefore it is not always clear what new skills and knowledge she wants the children to acquire.
- Children experience a language-rich environment. The childminder uses effective strategies to develop children's communication and language development. She comments on what children are doing, asks questions and encourages them to repeat words. This helps to support younger children's emerging language.
- The childminder and her co-childminder use effective strategies to support partnerships with parents. They regularly share information about children's care and learning. They also provide ideas to support learning at home to help strengthen continuity and consistency. The childminder and her co-childminder seek and act on the views of parents when evaluating the effectiveness of the

provision to help drive improvements. Parents share positive feedback about the service they receive.

- Children are sociable and learn to behave well. The childminder and her co-childminder follow a consistent approach to manage children's behaviour. They set clear boundaries and expectations for behaviour through age-appropriate strategies, such as distractions and explanations. Furthermore, they teach children to be kind and respectful and offer praise throughout the day to help boost children's self-esteem.
- The childminder promotes good health. She provides healthy meals and encourages children to wash their hands and explain why they need to do so. Generally, the childminder takes children out for regular walks and visits to the park. However, she has not fully explored how she can enhance the curriculum further so children can engage in robust physical play and take age-appropriate risks to support their large-muscle development.
- The childminder and her co-childminder know the children well. They spend quality time with the children when they start and get to know them. They use observations and assessments well to identify what children know and what they need to learn next. Children benefit from good learning experiences and acquire essential skills in readiness for their move on to nursery and school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of child protection. She can easily identify when a child's safety is at risk and knows what action to take to safeguard their welfare. The childminder is aware of her duty to prevent and protect children from exposure to situations that may put them at significant risk of harm. The childminder and her co-childminder conduct regular checks of the premises, including the fire exits, to ensure that all areas are clear and safe. The childminder attends regular safeguarding training to help keep her knowledge up to date.

What does the setting need to do to improve?

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

- improve the curriculum implementation to help ensure that there is a balance between child-initiated play and adult-led structured activities to help children build on what they already know
- enhance the curriculum for supporting children's physical development so that children can engage in robust physical play and take age-appropriate risks to further build on their large-muscle development.

Setting details

Unique reference number	EY441602
Local authority	Lewisham
Inspection number	10257853
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	0 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 September 2022

Information about this early years setting

The childminder registered in 2012. She lives in Lewisham, in the London Borough of Lewisham. The childminder works alongside another childminder at the same premises. She works Monday to Friday, from 7.30am to 6pm, all year round. The childminder is in receipt of funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector
Josephine Afful

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- A learning walk was conducted by the inspector and the childminder and discussions were held about the curriculum intent for children's learning and how the early years provision is structured.
- The inspector held discussions with the childminder and her co-childminder in relation to how they evaluate and identify areas to improve.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to parents and took their views into account.
- Documents, such as evidence of the childminder's paediatric first-aid qualification and suitability checks for household members, were checked by the inspector.

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 2023