

Childminder report

Inspection date: 18 March 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children engage well with activities that the childminder plans. Children settle quickly into the childminder's routines and gain confidence in their abilities. Children show that they feel safe and secure in the childminder's care. Some children are very confident to introduce themselves to unfamiliar adults, sharing their name and age. Those children who are less confident speakers become more assured as they interact and communicate with others more frequently. For example, less confident speakers point to illustrations and name characters during story times. Children giggle as they join in with action songs that the childminder sings at increasing speed. They have great fun as they are challenged to move faster and faster.

Children have frequent opportunities to learn more about the world around them. Children experience diverse communities while on outings. Children practise their physical skills well. Younger children wiggle and bounce their bodies rhythmically as they use instruments. Children benefit from the advice and information that the childminder shares with their parents. For example, they begin to use resources in the local community.

Children become more independent with their self-care skills. They practise the skills that they need and develop positive attitudes to learning. This prepares them well for their future moves to school.

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

- The childminder sequences learning effectively. For instance, she provides dough play daily to help children who struggle to grasp and hold objects. This helps to build strength in children's small hand muscles and prepares them well for future writing.
- The childminder promotes a shared approach with parents. For example, she communicates her strategies to help support children with successful toilet training. The childminder helps parents to understand how to further develop children's development and health. For example, she encourages shared reading, outdoor play and walking.
- The childminder supports children to behave well. She is consistent in her approach and is clear about her expectations. She uses effective methods, such as the use of visual signs, to reinforce what she wants children to do. Children listen and respond well to her instructions.
- The childminder plans play activities that help children to develop good manners and acquire positive social skills. For example, children use their imaginations during role play with a tea set. The childminder joins in and encourages children to share and listen to each other as they play. Children learn how to set the

table and use cutlery.

- The childminder shares her language with children who come from similar backgrounds. She encourages parents who speak different languages to use their most familiar language with their children. However, some children have fewer opportunities to recognise, value and share the languages that they speak or hear at home.
- The childminder regularly shares information with parents about children's achievements. She reviews the progress that children make at home. This helps the childminder to help identify possible gaps in children's learning at an early stage. The childminder works effectively with parents and staff in other settings to support continuity and consistency in children's learning.
- The childminder makes good use of resources in her local community, and beyond. Children broaden their experiences and enjoy bus rides, trips to the library and visits to museums. Children discuss the growth of living things and experience running through grass during park visits. Opportunities for children to experience natural materials as they play indoors are less well developed.
- The childminder is ambitious for children and prepares them effectively for their next stages in learning. The childminder helps children to express their thoughts, feelings and ideas. Children are confident to ask questions and explore. The childminder helps to introduce children to classroom environments and discusses school routines as part of planning for their moves to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to possible risks to children's welfare, including exposure to extreme views, alcohol misuse and female genital mutilation. She knows how to report concerns if she suspects that a child is at risk of abuse or harm. The childminder understands how to respond if an allegation is made about herself or a household member. She recognises the importance of sharing information with relevant agencies and knows where to seek safeguarding advice and support. The childminder manages risks effectively in her home and while on outings. She helps children to understand what to do in emergency situations. The childminder has appropriate arrangements for dealing with medication and accidents. She maintains accurate records for children's attendance.

What does the setting need to do to improve?

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

- strengthen curriculum further by extending opportunities for children to recognise, value and share their languages, traditions and backgrounds
- expand opportunities for children to experience natural materials as they play.

Setting details

Unique reference number	EY442181
Local authority	Southwark
Inspection number	10138216
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 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	11 March 2016

Information about this early years setting

The childminder registered in 2012. She lives in Camberwell in the London Borough of Southwark. The childminder operates all year round Monday to Friday, from 8am to 6pm. She holds a suitable early years qualification at level 3. The childminder receives funding for the provision of early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

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 her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained her approach to children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector reviewed documents. These included children's records, relevant policies and evidence of the childminder's professional development.

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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