

Childminder report

Inspection date: 4 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children flourish in this warm and welcoming environment. From a young age they are encouraged to be inquisitive and active learners. For instance, they eagerly use lentils, cereal and rice cakes in the mud kitchen to create different meals and dishes, which they share with their friends and adults. Children are happy and settle quickly. This supports their emotional well-being. Children feel safe and secure. The childminder has high expectations for all children, including those who receive additional funding and those who have special educational needs and/or disabilities (SEND). Children make secure progress in their learning. Children are confident, sociable and behave well for their age. For example, during group singing time, older children make space for younger children to sit on the carpet. They gently call to them saying, 'you can come and sit here in this space?'.

Parents comment that their children are eager to share their learning when they pick them up from the childminder. The childminder's curriculum encourages children to be independent and choose from a broad range of activities, both inside and outdoors. For example, children choose from a selection of trikes and vehicles to manoeuvre around one another in the garden. This builds on their physical skills.

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

- Partnership with parents is good. The childminder discusses each child's development to establish starting points and next steps. Parents appreciate the early intervention and support when there are gaps in children's learning. Although the childminder works with other professionals, she does not provide information about children's development with other settings. This would support children's transitions to school.
- The ambitious childminder evaluates her practice. She attends a management training course to help her to develop continual improvements. The assistants feel valued and work closely with the childminder. However, the childminder does not use supervision and her observations to fully consider how to provide tailored support and training for assistants. This would enable them to take their practice to a higher level.
- The childminder knows the children well. She provides adult- and child-led activities, which follow children's interests. The childminder extends children's learning using one of their favourite stories. For instance, young children take great delight choosing and cutting up fruit with a knife. Children name fruit, such as 'plum,' 'pear' and 'apple'. The childminder encourages children to use their senses, as they differentiate between smells, tastes, and textures. All children, including those with SEND are acquiring skills for the next stage of their learning. In addition, children have a good understanding of how to keep themselves safe. Their behaviour is good.

- Children are curious learners and have good concentration skills. They are captivated, as they fill and pour resources from different sized jugs and pots. The childminder supports children to develop their early mathematical skills. For instance, the childminder teaches children about 'whole' and 'half' as they break the spaghetti.
- Children work cooperatively together as they listen and join in with stories and songs of their choice. Young children attentively respond to questions about what they can see in the illustrations. Older children are eager to call out '1,2,3' as they count how many fruits they can see on each page. Parents share books from home in other languages. This helps support children's communication and language skills. Also, children learn about the diverse, wider world.
- The childminder and assistant interact warmly with babies during care routines, such as nappy changes. The childminder understands the importance of promoting healthy eating. She provides nutritious snacks and meals. Children are encouraged to try new foods and learn about what makes them healthy.
- Children demonstrate secure attachments. For example, babies freely go to adults for cuddles. The childminder supports young children to access a wide range of resources during outdoor play. Babies enjoy spending long periods of time exploring textures and sensory materials, as they play on the mat in the garden. They babble with curiosity as they safely and confidently explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to protect children from risk of harm. The childminder and the assistants know how to recognise potential signs and symptoms of abuse, including exposure to extremist views and behaviours. They understand the local procedures to follow if they have any concerns about a child's welfare. The childminder follows robust recruitment and vetting procedures to ensure that assistants are suitable to work with children. The childminder completes daily risk assessments around the home and when they go on trips to ensure that areas are safe and secure.

What does the setting need to do to improve?

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

- enhance the existing procedures when children start at other settings or school, to take full account of their developmental stages and share their transition information
- provide assistants with professional training opportunities to enable them to take their own practice to an even higher level.

Setting details

Unique reference number	EY445032
Local authority	Lewisham
Inspection number	10235735
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	1 to 4
Total number of places	17
Number of children on roll	17
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in the London Borough of Lewisham. The childminder is open Monday to Friday, from 8.00am until 6pm, all year round. The childminder has a relevant childcare qualification at level 3. She works with two assistants at different times. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

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 provider and has taken that into account in their evaluation of the setting.
- A joint observation was completed. The childminder discussed her aims for the activity and the impact on children's learning.
- The inspector observed interactions between the childminder and children present.
- The childminder showed the inspector a range of documents, including a copy of her first-aid certificate and evidence of suitability checks.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector completed a learning walk together. They discussed the curriculum and what it is that the childminder wants children to learn.
- The inspector held discussions with the assistants and the childminder throughout the inspection.

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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