

Childminder report

Inspection date: 17 November 2021

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 demonstrate their close bonds with the childminder and household members. They show that they feel safe and secure, including in the presence of unfamiliar adults. Younger children recognise and take pride in their achievements. Children who sometimes struggle to express or manage their feelings benefit from the childminder's calm and consistent approach to behaviour. Children have good opportunities to develop their independence and self-care skills. For example, they put on their coats and boots, ready to play outdoors. Children develop their communication well, such as during singing sessions at local groups. Younger children show their developing language skills as they babble and use gestures. They giggle and laugh as they sing 'row the boat' with the childminder. Children express their needs well, and the childminder responds promptly to their non-verbal cues.

Children demonstrate good physical skills. Younger children gain confidence in their abilities as they use a slide. They enjoy using ride-on toys and splash in puddles while wearing waterproof boots. Children enjoy playing with attractive and accessible resources. They respond well to the childminder's challenging tasks. For example, children snuggle into the childminder's lap and show determination as they push hard to join interlocking bricks. Younger children focus and concentrate as they stack bricks. Children develop the skills and attitudes that they need for their successful future learning.

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

- The childminder has high expectations of children. She considers the development needs and interests of children well, including those children who, occasionally, need help to interact in positive ways. The childminder engages children effectively in their learning, with the close involvement of their parents.
- The childminder provides good support for children to develop their communication. She names items that children use and speaks with children about what they do. The childminder frequently sings with children and models good language. Children develop and practise their language skills, for example as they interact with other children at local groups.
- The childminder manages children's health and care needs well. Children exercise in the fresh air and build stamina as they walk to local parks and groups. The childminder provides children with healthy meals and snacks. However, she does not fully help children to understand the benefits of the nutritious food that they eat.
- The childminder supports children's emotional well-being effectively. Children, generally, behave well and they are keen to show off their achievements. Children respond positively to the high levels of support and encouragement that

they receive. For example, younger children clap as the childminder gives them praise.

- Children enjoy exploring the natural environment with the childminder. The childminder speaks with children about the seeds that fall off trees. She encourages them to gently touch buds, look inside flowers and listen to environmental sounds. This helps children to develop an understanding of nature and living things.
- The childminder builds well on children's mathematical awareness. For example, she encourages children to recognise and match colours to the clothes they wear. Younger children recognise number sequences from an early age. Children hear mathematical language and explore size, shape and colour as they play.
- The childminder makes good use of resources in her community to extend children's learning. Children acquire positive social skills, such as when they meet others at larger groups. However, opportunities for children to learn about wider cultures, traditions and communities are more limited.
- The childminder understands how to sequence children's learning. For example, she models how to make marks with chalk. The childminder names lines and circles, before going on to create a face. Younger children strengthen the small hand muscles needed for later writing as they manipulate dough.
- Parents appreciate the regular updates that they receive from the childminder. They value the broad range of activities and the support that they receive to build on children's learning at home.
- The childminder demonstrates a commitment to her professional development. She maintains good links with other practitioners and local advisers to help share ideas and keep up to date with current developments. This contributes to the good service that she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection issues. She is aware of the potential risks posed to children, including exposure to extreme views or behaviours, unsafe technology or alcohol misuse. The childminder knows how to respond if she is concerned about a child's welfare, or if an allegation is made against her or a household member. She understands where to seek safeguarding advice or support. The childminder implements procedures, such as administering medication, effectively. She manages risks appropriately in her home and while on local outings. The childminder helps children to understand how to respond in an emergency.

What does the setting need to do to improve?

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

- help children to understand the benefits of the healthy meals and snacks that they eat
- extend opportunities for children to understand other cultures, traditions and communities.

Setting details

Unique reference number	EY446764
Local authority	Southwark
Inspection number	10065891
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	23 September 2015

Information about this early years setting

The childminder registered in 2012. She lives in Peckham in the London Borough of Southwark. The childminder provides care all year round from 8am to 6pm, Tuesday to Friday.

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 areas of her home used by children and explained how she supports 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.
- Documents were reviewed. These included the suitability of the childminder and household members, relevant policies and evidence of the childminder's professional development.
- The inspector considered the views of parents during 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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