

Childminder report

Inspection date: 21 October 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 build close bonds with the childminder from the start. Those children who are new to her setting quickly settle into new routines. Children respond well to the warm reassurance that the childminder offers them. For example, they reach up to the childminder when distressed, and promptly settle down as they snuggle into her cuddles. Children show that they feel secure and safe in the childminder's presence. For instance, they become confident to approach unfamiliar adults. Children experience personal care routines that mirror those from home. The childminder makes sure that she provides meals which reflect children's different cultures. Children understand that the languages they hear at home are valued. This helps children to develop a strong sense of belonging.

Children learn about the world around them and practise their physical skills. For example, children enjoy the natural environment and run freely during visits to the park. Children take part in activities that help to develop their communication and language. They enjoy frequent singing sessions, including at local groups. Younger children babble with delight as they spend extended periods exploring items in the pretend kitchen. The childminder provides children with effective and challenging support to practise the skills that they need for their next steps in learning.

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

- The childminder considers the individual needs and interests of children as she implements her curriculum. She includes parents in her initial and ongoing observations of children's learning. This helps her to plan activities that children enjoy and engage with.
- The childminder recognises the importance of children's languages and backgrounds. For example, she encourages parents to use familiar languages and dialects at home, and acknowledges their traditions. The childminder makes good use of the information that she gathers from parents to help her meet the individual needs of children.
- The childminder provides effective support for children's communication and language. She responds quickly to children's non-verbal requests, names items and objects when children play, and sings with them frequently. Children show what they learn and they spontaneously sing as they play.
- The childminder makes good use of local resources to extend children's learning. For example, children learn how animals are cared for during visits to a local city farm. Children have fun collecting leaves in the park, and watch boats from the river bank. This helps them to experience events beyond their immediate environment.
- Children show focus and determination as they work out how to make things happen. For example, they push and turn buttons on electronic toys to hear

sounds and see flashing lights. Children have good opportunities to explore technology as they play.

- The childminder helps children to develop healthy habits. She encourages children to wash their hands frequently. The childminder speaks with children about the benefits of eating nutritious meals and drinking water. She helps children to acquire good table manners, such as when she eats alongside children and models how to behave at mealtimes.
- Children enjoy music and move their bodies well. They nod their heads, sway and spin their bodies during music sessions. Non-verbal children show their pleasure as they smile and settle into the childminder's lap to listen to music. Children show that they are proud of their achievements and share 'high fives' with the childminder after playing instruments.
- The childminder maintains a calm approach and children, generally, follow her instructions. The childminder uses effective strategies to manage unwanted behaviour, such as devising 'golden rules' with children. Very occasionally, the childminder does not help children to understand about how to keep themselves safe. For example, she removes boisterous children from chairs, without explaining what could happen if they fall.
- The childminder maintains good links with local advisers and practitioners to share ideas and keep up to date with current developments. This contributes to the good level of service that she currently offers. However, the childminder does not fully explore professional development opportunities, to further enhance her teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and local child protection procedures. She is aware of the potential risks to children, including exposure to extreme views or domestic abuse. The childminder knows how to respond if a child is at risk of abuse or neglect, including if an allegation is made against her or a family member. She knows how to access safeguarding advice and support. The childminder manages risks appropriately in her home and while on local outings. She is vigilant, alert and uses safety equipment well to help keep children safe. The childminder implements her procedures, such as COVID-19 protocols, effectively to help protect children's health.

What does the setting need to do to improve?

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

- strengthen support for children to understand how to keep themselves safe
- make use of professional development opportunities to further enhance teaching skills.

Setting details

Unique reference number	EY448235
Local authority	Southwark
Inspection number	10065893
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	3
Number of children on roll	2
Date of previous inspection	28 August 2015

Information about this early years setting

The childminder registered in 2012 and lives in Rotherhithe, in the London Borough of Southwark. She operates all year round from 8am to 3pm, Monday to Friday. The childminder offers funded 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 the 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.
- The inspector looked at documents. These included evidence of the suitability of the childminder and household members, 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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