

Childminder report

Inspection date: 4 January 2023

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 have very warm relationships with the childminder. They feel settled and happy in her welcoming home. Children share and take turns. They are learning that sharing with their friends and being kind is important. For example, when playing with the building blocks, the childminder praises the children as they share. She says, 'You are very good at sharing, aren't you?' and 'That's called sharing well done'. Children behave well and are considerate of the feelings of others.

Children explore their local community. They go out each day and visit local parks, social groups and the library. Children enjoy spending time in the garden and on outings in all weather. They learn about the world around them and how things work.

Children's speaking and listening skills are very well supported. They chat happily to the childminder throughout the day. Children are learning to listen and respond to questions. They learn challenging new vocabulary, as they are guided by the experienced childminder. For example, children learn about going to the dentist. They explore what keeps teeth healthy and practise brushing their teeth. The childminder asks, 'How are we going to keep our teeth clean?'. Children copy her as they brush their teeth; they say, 'Up and down, up and down', 'Now they are all clean.'

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

- The childminder plans a well-sequenced curriculum. She regularly assesses what children know and can do. The childminder uses her knowledge of how children learn to identify their individual next steps. She carefully plans activities which help children to meet their developmental milestones.
- The childminder understands, that linking learning to real life experiences helps children to develop a deeper understanding of the world around them. For example, when children show an interest in farm animals, the childminder plans a visit to the farm. This helps the childminder to refer to previous learning during activities. Children can remember long term what they have learnt.
- The childminder understands that children learn in different ways. She considers the learning needs of all children to plan an ambitious curriculum. When children achieve a learning milestone, she plans 'at-home activities', which extend children's knowledge and skills. The childminder has excellent knowledge of how to support children with special educational needs and/or disabilities. All children are well prepared for the next stage of their education.
- The childminder supports children's communication and language development very well. She knows that children need to hear and repeat new language to use and understand it. The childminder teaches children challenging new vocabulary.

For example, when playing with the doctor's kit children learn the word 'injection'. The childminder teaches the children how the doctor gives medicine. Children learn and use new words rapidly.

- The childminder is skilled at making sure that activities meet the needs of children of different ages. She explores ways to support children with different learning styles and needs at the same time. When speaking to the children, she adapts her language to maximise what they learn. All children are busy and engaged in their play.
- The childminder supports children to develop their self-care skills. For example, children spread butter on toast and wash their hands by themselves. Children are confident. They are learning to take care of themselves.
- The childminder has strong relationships with parents. Parents report that communication is effective. They say that the daily diary helps them to understand what children are learning. This helps parents to extend their children's learning at home.
- The childminder is reflective of her practice. She regularly attends training to improve her knowledge. However, she has not focused enough on the ongoing support and professional development of her assistant. She does not monitor and supervise her assistant's practice closely enough to offer targeted support and raise his good practice to a higher level.
- The childminder knows children need to learn about differences between themselves and others. She explores ways to teach children about other cultures and communities. However, she does not fully explore ways for children to share their own culture backgrounds with others. Children do not fully understand the differences between themselves and their friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard children. She and her assistant know the signs to look out for that a child may be at risk of harm. They know where to go to report any concerns. The childminder carries out regular risk assessments in the setting, to ensure that children are kept safe. She understands her responsibility to report concerns regarding other adults within the setting. The childminder carries out checks to ensure that all adults remain suitable to work with children.

What does the setting need to do to improve?

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

- focus more precisely on the ongoing support and professional development of the assistant to help raise their good practice to a higher level
- build on the existing good practice and seek further ways for children to share

their own cultures with others in the setting.

Setting details

Unique reference number	EY449285
Local authority	Lewisham
Inspection number	10235851
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Downham, within the London Borough of Lewisham. The childminder cares for children from Monday to Thursday, 7am to 6pm, all year round. The childminder provides free early education for children aged two, three and four years. The childminder occasionally works with one assistant, and holds a relevant early years foundation degree.

Information about this inspection

Inspector
Kate Daurge

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.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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