

Childminder report

Inspection date: 10 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	Met
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and are happy in the childminder's care. They know and remember how to stay healthy. For example, they use sanitising hand gel and remove their shoes when they arrive at the childminder's provision. Children confidently explore the activities on offer. They demonstrate a good sense of belonging and self-esteem. They are secure in their daily routines and follow them well. For example, children wash their hands before eating snacks. Children develop good independence.

Children are developing their understanding of language and mathematics. They show concentration as they count and complete number puzzles with support from the childminder. For instance, children can name and match shapes. The childminder encourages children to sing nursery rhymes to help them develop their counting skills further. She provides praise and encouragement for children's efforts. For example, children play imaginatively with the kitchen set, and they identify different types of items. The childminder talks clearly to the children to help them understand what is being said to them. She promotes children's communication and language skills well.

The childminder has high expectations for what children can achieve and is a good role model. Children behave well. They are encouraged to say 'please' and 'thank you' at pertinent times. Children listen to the childminder and follow simple instructions well. For example, they willingly help to tidy away toys and resources.

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

- The childminder promotes children's early communication and literacy skills well. She ensures that a wide range of non-fiction and fiction books are available to all children. The children snuggle up to the childminder as she reads books to them. When reading stories, the childminder uses good intonation in her voice to engage and capture children's attention. This helps children to develop a love of books at an early age.
- The childminder has good relationships with parents. She gives parents daily feedback on their children's progress. Parents comment on the high quality of care the childminder provides. They say that their children have made good progress and that they are pleased with her services. However, the childminder does not always involve parents as much as possible in the assessment of their children's learning when they first start at her provision, to help identify their starting points in learning.
- The childminder creates a welcoming and stimulating environment. She promotes and supports a healthy lifestyle for children. They engage in regular visits to playgroups, local parks and libraries. Children enjoy places where they

can run, climb and explore. The childminder plans and supports their experiences. This encourages children to develop their physical skills and self-confidence. In addition, children have opportunities to socialise with others and learn about the local community.

- The childminder develops professional relationships with staff at the local school. She speaks to staff when she collects children, to gather information about what children are learning. Additionally, she helps children with their homework. This helps to provide continuity and consistency in children's care and learning.
- Children enjoy playing in the conservatory. The childminder observes children as they play and identifies what they can do. However, during some adult-led activities, the childminder does not consistently link children's next steps to their learning, to maximise their progress.
- The childminder actively promotes equality and inclusion in her provision. She encourages older children to have stimulating conversations regarding different religions, cultures and beliefs. The childminder promotes British values and helps children understand the differences between religions. She talks to them about respecting other people's cultures and celebrating diversity.
- Children are confident and enthusiastic learners. They play with a range of resources and choose what they would like to play with next. They are focused and engaged in their chosen activities. This helps children to develop good levels of concentration and perseverance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role in safeguarding children. She attends safeguarding training to keep her knowledge up to date. The childminder understands her responsibility to protect children and keep them safe from harm. She can identify the signs that may mean a child is at risk of harm. She knows what actions to take if she has concerns about a child's welfare. The childminder carries out regular checks of her home and garden to help provide a safe environment for children. As a result, the premises are secure and well organised.

What does the setting need to do to improve?

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

- involve parents in the assessment process, particularly when children start at the provision, to help identify their starting points in learning
- link children's next steps in learning consistently during adult-led activities to maximise on their progress.

Setting details

Unique reference number	EY458516
Local authority	Lewisham
Inspection number	10083230
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	2 to 10
Total number of places	3
Number of children on roll	6
Date of previous inspection	25 July 2014

Information about this early years setting

The childminder registered in 2013. She lives in Catford, in the London Borough of Lewisham. She operates all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder's husband is registered as an assistant. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Yemi Afolabi

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 their evaluation of the provider.
- The childminder and the inspector completed a learning walk to establish how the childminder's provision and educational programme are organised.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. In addition, she looked at relevant documents such as the childminder's paediatric first-aid qualification and evidence of training.
- Parents provided written feedback for the inspector and she took account of their views.

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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