

Childminder report

Inspection date: 16 August 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy, contented and settled in this warm and caring setting. They build sincere, positive relationships with the childminder. Children freely approach her for help and support when needed. Older children ask her for support to spell words. Younger children invite her to join in with their play as they pretend to be in a restaurant. The childminder knows the children well and identifies where they need extra support. She provides help so that all children make good progress.

The childminder has high expectations of the children. Older children wait patiently for their turn to speak to the childminder when they observe that she is busy with the younger ones. Children are comfortable in each other's company and have built secure relationships with each other. The childminder teaches children to be polite and respectful. For example, she models saying 'please' and 'thank you' as she participates in their play. Children willingly share and take turns. She praises the children for their efforts and achievements, which helps the children to understand positive behavioural expectations. As a result, children listen well, follow simple instructions and behave well. Children are confident and independent. They look after their own physical care needs. For example, they know how to wash their hands.

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

- The childminder supports children to develop strong physical skills. Children move about with good body control, such as walking confidently up and down the stairs. She takes them to the park, where they have opportunities to practise and develop different physical skills by, for instance, using various items of equipment. Indoors, children use pens, paper and paint as they draw and paint pictures, which helps to develop their fine motor skills effectively.
- The childminder listens to the children as they describe what they have drawn and painted. She praises what they have done, taking note of specific aspects of their work, such as the detail older children have applied in drawing maps of inside the home. This helps children to feel proud of their achievements.
- The childminder has developed routines that are known and understood well by the children. She uses these to support children's learning. For example, children know to sit at the table and use cutlery when eating their lunch. Lunchtime is a very sociable time for the children. They relax in each other's company and join in with conversations. They join in with singing happy birthday to children who are celebrating their birthday, which enhances the children's sense of value and belonging.
- Children learn about the world around them as they visit different places in the community, such as the library and playgroup. They meet people in different

professions, from different cultures, with various abilities and from diverse racial backgrounds, and they learn about each other's similarities and differences. The childminder builds on this through activities at home.

- Children made good progress from their starting points. The childminder uses what she knows about the children to support their learning. She reads stories with the children that they have chosen. Children name fruits on a poster and recite the alphabet from a poster and items beginning with that letter, saying, for example, "'A' is for apple'. This helps to support children's speaking skills. The childminder talks to the children and asks questions. However, these opportunities are not used to maximise children's vocabulary.
- The childminder supports children to learn about colours and numbers through general conversations. However, she does not expand on opportunities to talk about size and shapes to enhance their mathematical knowledge.
- Parents are happy with the care their children receive. They comment on how happy they are to have found the childminder. They state that their children enjoy their time at the setting. They have made good progress in their learning and development with the support of the childminder. They share that the childminder provides information about what their children are learning and how they can further support them at home with, for example, potty training.
- The childminder reflects on and evaluates her practice and service well. For example, she carries out her own research by, for example, reading information from her local authority and attending training to update her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. She risks assesses her premises and provides a safe and secure place for children to play. The childminder can recognise when a child may be at risk of harm or abuse. She knows how to report concerns regarding a child's welfare to ensure their safety. The childminder knows what to do if an allegation is made against herself or a household member. She holds a current and valid paediatric first-aid qualification. This means that she can respond appropriately if a child were to have an accident or minor injury.

What does the setting need to do to improve?

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

- enhance children's language skills further by using opportunities to broaden their vocabulary
- support younger children to develop an awareness of size and shapes to enhance their mathematical knowledge.

Setting details

Unique reference number	EY465384
Local authority	Southwark
Inspection number	10301223
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	3 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 January 2018

Information about this early years setting

The childminder registered in 2013. She lives in Bermondsey, in the London Borough of Southwark. She has a childcare qualification at level 3 and cares for children between 7.30am and 6.30pm, each weekday, all year round.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the curriculum focus for children.
- Children spoke to the inspector and showed an interest in what the inspector was doing.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and inspector discussed the activities provided and the impact on children's learning.
- Parents shared, in writing, their views of the childminder 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023