

Childminder report

Inspection date: 31 January 2020

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 busily explore this unique child-led environment. The childminder's assistant skilfully observes their play and adds toys and resources to take their learning further. For example, as children spread play dough on a builder's tray, she introduces a second colour and they start to mix the colours together. The childminder provides children with a creative multi-sensory curriculum, supporting a variety of learning styles. For example, inside, children relax in a clear space, full of natural light and colours. They listen to calming sounds of water bubbling in the fish tank and the bubble tube. Children have a music specialist visit them regularly. The childminder uses instruments to enhance learning, and children enjoy singing songs. Children go out on daily excursions which often involve them being outdoors. This gives them opportunities to find out about their community and wider society, discover natural habitats and develop their physical skills. Children are involved in choosing where they visit each day. For instance, they travel on the Emirates cable car, ride the Thames Clipper River Bus and visit many of Kent's National Trust properties.

Behaviour is very good and children have very good manners. The childminder takes a calm but firm approach. She has very high expectations of children's behaviour and they know what is expected of them. Children are learning how to manage their feelings and behaviour and how their behaviour affects others.

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

- The childminder is highly qualified and has a firm overall understanding of child development. This helps her to support children as they make progress in their learning.
- The childminder has high expectations for every child. She organises the indoors and outdoors well, giving children access to a wide range of interesting resources. For instance, children enjoy a sensory mathematics activity where they catch plastic numbers from a large bubbling fish tank with a net and count the holes representing the numbers.
- Children's mathematical skills are supported well. Children count at meaningful times throughout the day. The childminder uses mathematical vocabulary such as 'half' and 'quarters' when cutting toast at breakfast time. Children talk about the days of the week, the month and seasons of the year.
- The childminder has very good relationships with families. She communicates with them daily about what children have been doing during the day. She sends photographs and written messages. Parents are highly complimentary about the care and learning that their children receive. They express how they 'love' that their children get the opportunity to explore the outdoors every afternoon.
- Children develop positive relationships with each other. They learn how to treat

and respect the childminder's pets, which are a part of their learning environment and sometimes join them on their afternoon walks.

- The childminder promotes children's health and well-being effectively through the physical outdoor curriculum and the healthy meals provided each day. Children wash their hands after playing outdoors and before lunch.
- Children are encouraged to take appropriate risks and have their own ideas as they play and learn. For example, they carefully fill a bucket with water independently with the garden hose to make bubbles.
- Children develop effective communication and early literacy skills through exploring storybooks and songs, and through meaningful conversations with adults throughout the day.
- The childminder supports children with special educational needs and/or disabilities effectively. Children make good progress from their starting points.
- The childminder is enthusiastic about her work. She aims to provide a high-quality service and ensure that children are motivated to learn and are well prepared for the next stage in their development. However, she does not make effective use of self-evaluation to identify professional development opportunities for herself and her assistant, to enhance their already good interactions with children.
- The childminder observes children when they first join her setting to know their starting points. She regularly assesses their individual learning needs and adapts her teaching to support their learning in the moment. Overall, she uses this information well to plan and provide a broad range of activities. However, at times, she does not plan some adult-led group activities as effectively as others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to protect children in their care. They are able to identify the signs and symptoms of possible abuse, neglect, grooming and terrorism, and know how to report their concerns. The childminder's safeguarding knowledge is kept up to date through regular training. The childminder's home is very well organised and she has suitable space for children to move freely both indoors and outdoors. She regularly monitors and reduces risks around her home to help keep children safe.

What does the setting need to do to improve?

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

- focus self-evaluation on improving the quality of teaching to help raise children's achievements even higher
- take account of children's individual development needs when planning adult-led activities.

Setting details

Unique reference number	EY466537
Local authority	Lewisham
Inspection number	10138100
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 May 2016

Information about this early years setting

The childminder registered in 2013. She lives in Lee, within the London Borough of Lewisham. She operates from 7.30am to 6pm on weekdays. The childminder receives funding to offer free early education for children aged two, three and four years. She holds an appropriate qualification in childcare at level 7.

Information about this inspection

Inspector

Keiley Pedro

Inspection activities

- The inspector looked at the rooms in the house used for childminding, the outside area and the resources used by children.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact that these had on their learning.
- The inspector spoke to children, the childminder and her assistant at appropriate times throughout the day.
- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector and the childminder viewed an activity and held discussions about the children's progress and achievements.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- Parents' views were considered from written feedback provided.

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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