

Childminder report

Inspection date: 12 July 2022

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 feel safe and secure and enjoy their time with the childminder. They build strong attachments and respond to her caring manner and welcoming environment. Children benefit from a range of activities inside and outside the setting which support their development. For example, the childminder takes children on trips to London, to local community groups and the gardening club, which enhances children's social skills. These experiences increase children's understanding of different cultures within their diverse community.

Children are motivated to explore and investigate. They use binoculars and magnifying glasses to look for insects in the woodland garden. Children excitedly open jars to examine honeycomb and learn about bees collecting nectar to make honey. The childminder extends children's learning about nature as they find spiders, snails and butterflies. Children count insects' legs, look at their features and compare sizes and shapes with the childminder to build on their mathematical skills.

The childminder has high expectations for all children and role models positive behaviour. Children listen well and follow daily routines. They behave well and are learning to use 'please' and 'thank you'. Children show concern for their friends and provide comfort when they become upset. They enjoy receiving praise from the childminder to highlight their achievements, which raises their self-esteem.

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

- The childminder plans a broad curriculum which builds on children's interests, provides challenge, and promotes physical and mental well-being. Children benefit from first-hand experiences which enhance their understanding. The childminder recaps on children's learning to consolidate what they know. She uses regular assessments to ensure children are making good progress, which supports their future learning.
- The childminder meets the needs of children well. She checks on arrival if they have been fed and asks about their sleep patterns. She is attentive to their needs and adapts her plans to support children's emotional well-being. Children are independent and demonstrate taking off their shoes, washing their hands and learning to manage their personal needs.
- Children are supported to become confident communicators. The childminder shares stories and songs and introduces new vocabulary that children repeat. She fully engages in activities, provides commentary, and gives clear explanations. The childminder asks questions to extend children's learning. However, on occasions, children are not given enough time to think and answer for themselves.

- The childminder fully embraces children's range of home languages and different cultures. She learns words from their languages to support their communication alongside learning English. Children learn about festivals, try foods from around the world and learn simple signs to help them communicate at the community café. This supports children to understand what makes them unique.
- Partnerships with parents are strong. The childminder gathers detailed information from the start, which helps her to get to know children well. Parents say that their children are making good progress, particularly with their language skills, confidence and independence. Communication is good and parents are regularly updated about their children's progress and next steps.
- The childminder is proactive in extending her knowledge and skills. She identifies training to benefit the children. For example, recent training on English as an additional language and on understanding 'babies being heard' has increased the quality of her teaching. The childminder shares her knowledge from training with parents, which has included information on oral health and online safety.
- The childminder is enthusiastic and strives to provide a good-quality early years experience for all children. She regularly reviews her practice and seeks views from parents and children to help make improvements. However, the childminder does not work in partnership with other settings that children attend to support consistency in care and learning.
- Children gain a good understanding of healthy lifestyles. They frequently spend time outdoors where they experience physical play. For example, children enjoy climbing and stepping across logs, which supports their balance and coordination. The childminder supports children to learn to manage risks and jump safely. Children take an interest in growing vegetables and learn about making healthy food choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and understands her responsibility to keep children safe. She ensures the environment is free from hazards and teaches children about road safety, online safety and how to keep safe in the sun. The childminder has completed safeguarding training, including the 'Prevent' duty. She recognises the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the procedures to follow if she has any concerns regarding a child's welfare. She supervises children effectively and has suitability checks in place for all adults in the household.

What does the setting need to do to improve?

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

- allow children enough time to think and respond to questions, to increase their

language and problem-solving skills

- build relationships with other settings children attend to ensure a shared approach to learning.

Setting details

Unique reference number	EY472946
Local authority	Southwark
Inspection number	10231861
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	2
Number of children on roll	3
Date of previous inspection	13 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Rotherhithe, in south-east London. She provides care from Monday to Friday, 8am to 6pm, all year round apart from her holidays.

Information about this inspection

Inspector
Helen Craig

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 provider.
- The childminder and the inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector carried out a joint observation of an activity and discussed the impact this had on children's learning.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first aid, qualifications, insurance and suitability checks.
- The inspector spoke to parents and 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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