

Childminder report

Inspection date:

16 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at the childminder's and have formed strong bonds. They are warmly welcomed at the playground and happily talk to the childminder about their day at school. Children take responsibility for their belongings and carry their own bags, which increases their independence. Children understand the rules and adhere to the safety measures in place. For example, they fasten their seat belts for the drive to the childminder's home. On arrival, they remove their shoes, hang up their coats and wash their hands, which promotes self-help skills and good hygiene routines.

Children confidently make choices from the broad selection of resources available. They play cooperatively with their friends and share equipment. Children extend their imaginations as they use role-play resources and act out different characters. Children increase their mathematical skills and thinking as they use money to purchase items and provide change to the customers. Older children support their younger peers.

The childminder has high expectations for all children and role models positive behaviour. Children benefit from her calm and consistent approach. She provides regular praise and encouragement and is attentive to children's needs. As a result, children listen and behave well. They follow the rules, show kindness to their peers and use good manners.

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

- The childminder interacts effectively with the children. She gets to know them well and finds out about their interests when they start. The childminder plans a broad range of fun activities and gives children choices. She provides explanations of the activities on offer. However, she does not always seek the views of the children at the planning stage to ensure their interests are consistently supported.
- The childminder provides regular opportunities for children to be physically active. Children enthusiastically play ball games, increase their balance and use equipment safely. They challenge the childminder to running races, which provides excitement and raises their heart rate. Children are supervised as they throw balls for the childminder's dog and teach him new tricks. Children are praised and demonstrate they are proud of their achievements.
- Partnership working is strong. Parents speak very highly of the childminder and the service she provides. They are extremely happy with her kind and caring approach for their children. Parents receive regular feedback. They acknowledge their children have grown in confidence and become more independent. The

childminder has forged strong links with the school, which supports continuity in care and learning.

- The childminder is extremely nurturing and attentive to children's needs. She provides quieter spaces if children need time to rest, read or complete homework. The childminder engages children in meaningful conversations, which increases their confidence. Children happily talk to the inspector about their families and share their experiences. Children demonstrate they feel safe and secure and would talk to the childminder if they had any concerns.
- Children are provided with healthy snacks and nutritious home-cooked meals. The childminder sensitively caters for children's allergies and provides a vegetarian option. Children try new foods and make suggestions for the menus. They are encouraged to be independent and help with tasks like cutting fruit, pouring drinks and clearing away their plates.
- The childminder promotes a culture of inclusion for the enjoyment of everybody. Children learn words from different languages and gain knowledge of other cultures and religions. They taste foods and celebrate different festivals. The childminder engages children in conversations and treats them with respect. This helps them to gain a deeper understanding of embracing differences and what makes them unique.
- The childminder is proactive in developing her professional skills and knowledge. She regularly accesses training and keeps up to date with changes. She reflects on her practice, adds new resources and seeks the views of parents. However, the views of children are not always sought to help the childminder make further improvements to the high-quality service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children and ensures her home environment is safe for children to play. She completes daily checks and uses robust risk assessments when changes occur, for example the arrival of a family dog. The childminder helps children to manage risk and learn about potential dangers, including online safety. The childminder has a good knowledge of the signs and symptoms that might indicate a child is at risk of harm or abuse. She knows the procedures to follow and how to report her concerns. The childminder has completed safeguarding training, including on the 'Prevent' duty. The childminder ensures suitability checks are in place for all household members.

Setting details

Unique reference number	EY476733
Local authority	Lewisham
Inspection number	10231883
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	4 to 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	15 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in the London Borough of Lewisham. The childminder provides after-school care between 3.30pm and 6pm, term time only.

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 their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and children and took account of their views.
- The childminder spoke to the inspector about evaluating her practice and safeguarding arrangements.

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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