

Childminder report

Inspection date: 16 March 2023

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 are confident and happy. They engage in activities that interest them and express their likes and dislikes. For example, children enjoy assembling tracks and pushing trains in different directions. They line up the trains and count them. They count from one to 10 and touch objects as they say each number. Children enjoy sitting on the balcony with the childminder and watching the trains travel past. They are interested and motivated to learn. Children take pride in their achievements.

Children are learning to be physically active. They visit the park and go on the swings and roundabout. Children try to go on the big climbing frame for the first time. The childminder supports them to climb the steps. They learn to sit down and hold on when going down the big slide. Children clap their hands when they reach the bottom. They are becoming resilient as they take appropriate risks in their play. They have good self-esteem.

Children are learning new words. They sing a variety of nursery rhymes that help them to hear new vocabulary. For example, when children sing 'Heads, Shoulders, Knees and Toes', they point to their body parts. Children can use these new words in their play. They learn to use longer sentences and answer questions. Children speak with increasing fluency and confidence.

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

- The childminder creates a curriculum with clear learning intentions. She wants children to build relationships with other people. The childminder plans plenty of opportunities for children to socialise with other children. For example, children attend local playgroups and meet friends at the local park for picnics. Children are learning to socialise with others.
- The childminder finds out what children know and can do. She uses this knowledge to provide opportunities for children to develop their own talents. For example, when children show a strong interest in numbers, the childminder provides opportunities for children to learn about quantities. She gives children different amounts of objects. Children learn to understand the meaning of numbers. They are well prepared for the next stage of their education.
- The childminder understands that some children find some activities challenging, such as when children struggle to feed themselves because they dislike the textures of different foods. The childminder has not fully explored ways she can help children to overcome this and provide more sensory experiences to allow children to explore more textures and materials.
- The childminder supports children's language development well. For example, when they are playing with the play dough, the childminder teaches children

positional language. She asks children to put their sausage 'on top of', 'next to' or 'under' other objects. Children learn new vocabulary and understand what these words mean. They are able to use these words in their own interactions with others.

- Parents report that children are learning new skills. For example, they say that children are able to listen and follow instructions. Parents say that the childminder works with them to help children reach their developmental milestones. Parents know what their children need to learn next. This helps them to extend their learning at home.
- Children's emotional development is well supported. They have warm relationships with the childminder, who knows them well. When children struggle to control their emotions, the childminder gently guides them. Children go to the childminder for celebratory cuddles when they do well. Children feel safe and secure.
- The childminder supports children to carry out some tasks by themselves. For example, as soon as they are ready, the childminder works with parents to help children with potty training. However, on occasion, the childminder steps in too quickly to help children with self-care skills. For example, children are not always encouraged to take off their shoes and coats by themselves.
- The childminder is reflective of her practice. She regularly arranges professional development opportunities to further develop her knowledge and skills. The childminder's teaching skills consistently build over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the safeguarding issues that may have an effect on children. She is able to talk about the signs that children may be at risk of abuse or harm. The childminder knows to whom she should report any concerns, such as the local authority. The childminder regularly attends training to refresh her knowledge and skills. She carries out risk assessments to make sure children are safe in her home and on outings.

What does the setting need to do to improve?

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

- provide a wider range of opportunities for children to explore different textures and materials
- build on existing good practice to help children develop their independence and self-care skills.

Setting details

Unique reference number	EY477154
Local authority	Southwark
Inspection number	10276599
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	1 to 9
Total number of places	6
Number of children on roll	2
Date of previous inspection	24 July 2017

Information about this early years setting

The childminder registered in 2015. She lives in Bermondsey, in the London Borough of Southwark. The childminder provides care on Tuesdays, Wednesdays and Thursdays, from 8am until 6pm.

Information about this inspection

Inspector
Kate Daurge

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector carried out a joint observation of a creative activity with the childminder.
- Parents shared their views of the setting 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.

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