

Childminder report

Inspection date: 21 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 arrive happy and willingly go to the childminder as their parents hand them over. The environment is safe and welcoming for children. They have built close bonds with the childminder and show that they are settled and secure. Children make good progress from their starting points. They are very focused as they freely explore. Babies who are unsure stay close to the childminder as they play. They join in as the childminder shares a book about animals. Children curiously feel the different texture of each animal on the page. Older children repeat words such as 'fluffy', 'smooth' and 'rough'. Children are becoming confident. They have many opportunities to engage in imaginative play and to make marks.

Children learn how to count. Younger children understand words such as 'more'. They have many opportunities to see numbers and learn about them. Children are introduced to different colours and are supported to learn the names of colours as they play.

Children are treated with respect, and good manners are encouraged. Children listen and behave very well, with the childminder's gentle guidance and support. Children learn about sharing. They understand the concept of waiting for their turn to have a go.

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

- The childminder is dedicated to providing good-quality care for children. She ensures that she keeps her knowledge up to date by regularly completing training that helps her to further support children's learning. The childminder works well with her co-childminder to reflect on and evaluate the setting and her practice. She identifies what can be improved. For instance, she has booked to complete training on supporting children's language development to help her better support children's communication and language skills.
- The childminder consistently engages with children and introduces new vocabulary. Children are keen to go outside to join in an activity about colours. They are delighted when the childminder opens the bags of different-coloured spaghetti and empties them into the tray. Children excitedly talk about the colours. Older children are able to identify some colours. The childminder asks questions and allows time for children to respond. She uses repetition and adds words to children's actions to help them understand. Children engage very well.
- Children are supported to learn about good hygiene routines. Babies are supported well to wash their hands, while older children manage this task independently prior to eating. They talk about making sure there are no germs on their hands. Children are encouraged to brush their teeth after lunch.

- The childminder understands the importance of outdoor play. She ensures that children benefit from daily fresh air and opportunities to be physically active outdoors, both in and out of the setting. Children regularly go to places in the community, such as the park and playgroups. During hot weather, the childminder reminds children of the importance of drinking water regularly to stay hydrated. Children have a range of learning experiences and opportunities to develop their health and well-being.
- Parents share key information about children's home languages. However, these languages are not used consistently to ensure children hear these at the setting, to help enhance their communication and language skills even more.
- The childminder provides a range of activities and resources to support children's development. She provides a balanced, varied curriculum. However, not enough consideration is given to what older children need to learn so activities are better tailored and promote their learning as much as possible.
- The childminder works closely with parents to ensure they are kept up to date with their children's progress and learning. A gradual settling-in process is offered to help children become settled and familiar with the setting. Written feedback from parents shows that they are extremely happy with the service provided. They feel that the childminder is 'kind' and 'nurturing' and 'provides healthy and nutritious meals'. Parents say that they feel listened to and that their children enjoy attending the setting and have made very good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding issues. She knows the correct procedures to follow if there are concerns that a child may be at risk of harm or neglect. The childminder ensures her child protection training is kept up to date to support children's safety and welfare. She uses effective risk assessments to identify and remove any potential hazards. Children learn to keep themselves safe. For example, they learn about blowing on their food before eating. The childminder ensures that all adults living and working in the household are suitable.

What does the setting need to do to improve?

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

- use children's home languages in the setting more to help support their speaking further
- consider children's age and stage of development when providing activities to ensure older children's learning benefits as much as possible.

Setting details

Unique reference number	EY480901
Local authority	Lewisham
Inspection number	10231917
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 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	29 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Forest Hill, in the London Borough of Lewisham. The childminder works with another childminder. They work Monday until Friday, from 7am until 6pm, all year round, excluding bank holidays and family holidays.

Information about this inspection

Inspector

Marvet Gayle

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 setting.
- The childminder and the inspector completed a learning walk of the setting and discussed the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact on children's learning.
- The inspector spoke to parents and viewed their written feedback.
- The inspector sampled a range of key documents that the childminder uses to support her in meeting the early years foundation stage requirements.
- The inspector completed a joint observation with the childminder and evaluated practice with her.
- The inspector attempted to speak to the children, who responded with smiles.

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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