

Childminder report

Inspection date: 18 April 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 develop strong attachments and enjoy their days with the childminder. They feel safe and secure, enjoying cuddles and laughing together. Children respond to the childminder's kind and caring manner, which supports their emotional well-being. Children are happy to explore the environment and make choices from the easily accessible toys and activities. They are encouraged to be independent from an early age. For example, younger children have mastered turning on their tummy to safely come down the stairs. Children follow their interests and show positive attitudes to their learning.

Children persevere with completing complex puzzles and using screwdrivers to attach wheels to trucks. They enjoy receiving praise for their achievements, which helps to raise their self-esteem. Younger children use tools to support their fine motor skills with dough and sand. The childminder engages in children's play and skilfully extends their learning. For example, after making bugs from play dough, they search the garden to increase their first-hand experiences. Children learn about nature as they investigate the features of the worms, slugs and snails. The childminder has high expectations for children's behaviour. Children understand the rules, listen to instructions and use good manners.

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

- The childminder plans a varied curriculum, which builds on children's existing knowledge and interests. She uses observations and assessments to monitor children's progress. The childminder recaps on children's learning to check their understanding and identifies their next steps in learning. However, these are not always specific to help children make the best possible progress.
- Children become confident communicators. The childminder babbles and repeats sounds with younger children to encourage their communication. Children enjoy sharing stories and singing. They are given time to think and answer questions. Children learn new vocabulary, which they repeat to improve their sentences. Children use new words they have learned, such as 'frogspawn' and 'tadpole'.
- Partnerships with parents are strong. Parents speak very highly of the childminder and the service that she provides for their children. The childminder works with parents from the start and gathers detailed information, which helps her to get to know the children well. Parents state that communication is good. They receive regular updates on their children's progress and ideas to continue children's learning at home. Children make good progress, particularly with their language and confidence.
- The childminder meets children's needs well. She is attentive to their needs and recognises when they are hungry or tired. The childminder encourages children to be independent and know what is expected of them. Children take off their

coats and understand the importance of handwashing. Children increase their mathematical skills through counting, recognising numbers and shapes. They practise making marks with chalk, which helps to develop their early writing skills.

- Children gain a good understanding of healthy lifestyles. They have daily opportunities for fresh air and physical exercise to strengthen their larger muscles. Younger children enjoy running in the garden and manoeuvring on ride-on toys. Older children skilfully steer scooters. The childminder takes children to the park to challenge their balance and coordination using larger apparatus. Children enjoy healthy cooked meals and grow vegetables.
- The childminder fully embraces promoting diversity and inclusion within her practice. She learns words and shares dual-language books to support children's home languages, alongside learning English. Children extend their understanding of different cultures and faiths as they visit places of worship and learn about festivals. The childminder supports children to learn respect for others and to understand what makes them unique.
- The childminder is passionate about providing good-quality care and education to all children. She reviews her practice by checking children's progress across all areas of their development and shares ideas with other childminders. The childminder seeks views from parents to help her to make improvements. She has completed mandatory training. However, the childminder does not consistently extend her professional development to increase her knowledge further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to protect children and keep them safe. She uses daily checks and risk assessments for her home and outings. This helps to reduce any hazards, check accessibility and have contingency plans in place for any emergencies. The childminder has completed safeguarding training, including the 'Prevent' duty. She recognises the symptoms and signs that might indicate a child is at risk of harm, abuse or radicalisation. The childminder knows the procedures to follow if she has any concerns about a child's welfare. She supervises children and updates her suitability checks.

What does the setting need to do to improve?

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

- focus more precisely on children's next steps in learning when planning the curriculum to help them to make the best possible progress
- increase continued professional development to build on existing knowledge to raise the quality of education even further.

Setting details

Unique reference number	EY484940
Local authority	Southwark
Inspection number	10280361
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 September 2017

Information about this early years setting

The childminder registered in 2015. She lives in Camberwell in the London Borough of Southwark. The childminder provides care all year round between 8am and 6pm, Monday to Thursday, apart from the childminder's 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 childminder.
- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including a paediatric first-aid certificate, qualifications and insurance.

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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