

Childminder report

Inspection date: 26 June 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

The childminder's caring and nurturing attitude helps children to settle well and access activities happily. She plans a wide range of activities that enable children to make decisions and independently select resources to enhance their play. The childminder plans in opportunities through the curriculum for children to work well together and negotiate roles very well. For instance, children discuss who will be the dentist and who will be the patient during their imaginary play in the dentist area. The childminder has organised the learning environments to support children to develop their skills and knowledge well across all areas of the curriculum. She has established consistent routines that children are familiar with. Children are well behaved and follow the routines and high expectations of behaviour the childminder has of them.

The childminder has developed strong bonds with the children that help them feel confident to seek support. For example, they happily approach the childminder and ask her for help in tying up the doll's hair. The childminder models how to do this and encourages children to have a go. The childminder plans activities that enable children to practise writing their names. They can write their name independently and are learning to form all the letters correctly. Older children demonstrate good care and affection towards younger children. They are mature and sensitive when they interact with the babies.

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

- The childminder models good behaviour to the children, acting as an exemplary role model. Children are polite and kind. The childminder promotes children's understanding of the importance of maintaining a healthy diet. She plans activities to teach children about the importance of brushing teeth. In addition, she asks children whether they brushed their teeth in the morning. Children proudly showcase their teeth and say yes, 'it's shiny and clean'.
- Children are introduced to new vocabulary related to the topic they are learning about. The childminder ensures that she creates a language-rich environment. Children have access to a range of books. They independently select books to read in the reading area. The childminder supports children to develop a good understanding of new vocabulary and models how to use new words correctly in their play. For example, children name different sea creatures, such as 'shark', 'octopus', 'turtle', 'sea horse', 'dolphin' and 'orca', as they use their fishing rods to fish.
- The childminder employs a thematic approach to ensure each area of the curriculum is taught to the children. She factors in her good knowledge of each child, their next steps and interests to keep them motivated and engaged. The childminder supports children to make progress by scaffolding their learning. She

supervises children well. However, at times, children demonstrate they are ready to explore activities further, without needing assistance from the childminder.

- Children benefit from accessing an array of opportunities provided to develop their mathematical knowledge and skills. Children practise using fishing rods with magnets. The childminder encourages children to use language such as 'over' and 'under' when fishing for different sea creatures. Children persevere in learning to use the fishing rod by twisting the gear to extend the rod with the support of the childminder. Children shriek with joy when they catch a fish. The childminder also encourages children to count different groups of spoons and then add them to find the total number of spoons. Children confidently say, 'Three add three equals six.'
- The childminder explores each child's journal with the children. They recap on the past learning together. This supports the childminder to check children's understanding from prior learning and deal with any misconceptions that arise.
- Partnerships between parents and the childminder are good. Parents are extremely pleased with the progress their children make. The childminder sends out questionnaires to parents to receive feedback. She also acts on the feedback. For example, parents suggested a meet up with other parents. Following this, the childminder is arranging a 'parents' garden party' event.
- The childminder is committed to enhancing her professional development. She accesses additional training to enhance her knowledge of the curriculum and how to support children to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed all mandatory safeguarding and first-aid training to keep children safe and away from risk of harm. She understands the different themes of safeguarding and can confidently identify signs and indicators of abuse. She accesses additional safeguarding training and works closely with the local authority safeguarding team to keep up to date with safeguarding knowledge and skills. The learning environments are clean and safe for children to learn and play in. The childminder regularly evaluates the health and safety of the provision by carrying out risk assessments daily. This ensures the learning environments and resources are suitable and safe for children to learn in.

What does the setting need to do to improve?

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

- consider further ways to fully support children's uninterrupted learning.

Setting details

Unique reference number	EY488055
Local authority	Lewisham
Inspection number	10295526
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 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	12 December 2017

Information about this early years setting

The childminder registered in 2015 and lives in Bromley. She provides care from Monday to Friday, from 8am to 5.30pm, all year round. The childminder has a level 2 childminding qualification. The childminder receives early years funding for children aged two, three and four years old.

Information about this inspection

Inspector

Honufa Begum

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 gave the inspector a tour of the learning environments.
- The inspector observed interactions between the childminder and the children.
- The provision, routines and activities were observed by the inspector.
- Parents' and children's views were sought by the childminder.
- A leadership and management meeting was held with the childminder by the inspector.
- The inspector looked at relevant documentations.

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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