

Childminder report

Inspection date: 23 December 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder has developed good partnerships with parents, which contribute towards a consistent approach to meeting children's needs. She gathers useful information from parents about their children's routines before they start. This helps children to settle quickly and feel secure at the setting. The childminder plans a wide range of activities to meet children's interests. Children are becoming confident and independent learners in a safe and secure environment.

The childminder is a good role model. Children behave well and respond positively to adults and each other, developing their social skills. For example, young children show great care towards babies. They respond to their gestures and share the toys that babies are reaching for as they play. Children have opportunities to learn through the natural environment. For instance, they discuss the seasons and weather. Children are inquisitive as they explore the changing textures of leaves during summer and winter. Although the childminder evaluates her practice, she does not include feedback from parents and children. She has not considered how to extend her teaching skills and improve children's learning through continuous professional development.

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

- The childminder provides a variety of interesting and challenging learning experiences. For example, young children develop their skills through sensory play as they use play dough, while older children explore a range of technological resources.
- The childminder understands her responsibilities to complete the required progress check for two-year-old children. Children make good progress in their learning.
- The childminder works closely with other childminders to share good practice. However, she does not draw on the views of children and parents to inform the self-evaluation of her teaching. Therefore, she does not have the full information she needs to identify suitable, focused professional development in order to raise the quality of provision further.
- Children have positive attitudes to their play. Their behaviour is good. The childminder provides children with opportunities to develop their social skills. For instance, children go on trips to museums, parks, toddler groups and the library. This supports their physical development.
- The childminder supports children to develop their communication and language skills well. For example, the childminder uses songs and rhymes to help children learn about their bodies, naming body parts, such as 'neck,' 'knees' and 'fingers'. Younger children develop their mathematical skills as they help babies count their toes. Children learn about the differences and similarities between

themselves and others.

- The childminder communicates with parents regularly and they appreciate the updates about their children's progress.
- The childminder encourages children to make healthy choices. She supports babies to try new foods. Children develop their independence when they make choices from a range of healthy snacks. They enjoy having hot milk to warm themselves up when they come in from the cold.
- The childminder responds sensitively to babies to ensure their needs are met promptly. Babies show great interest as they press buttons to discover how to make things work.
- Children are questioned well to encourage them to think, speak and recall past experiences. For example, children discuss their visit to the park in the cold weather.
- The childminder supports children's early literacy and mathematical skills. Babies select their favourite books and enjoy having cuddles with the childminder as she reads stories. Older children show an interest in letters and numbers. They take great delight placing numbers in order. This prepares children for the next stage in their learning.
- The childminder encourages children to consider ways to keep themselves safe as they play. She encourages children to develop their confidence, physical skills and independence. For example, children develop good self-help skills as they manage buttons and zips.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She reviews her policies and procedures regularly to ensure they are kept up to date with any changes. She ensures that her paediatric first-aid training is refreshed. The childminder has a secure knowledge of the signs and symptoms that a child may be at risk of abuse. Additionally, she knows the procedures to follow and professionals to contact if she has any concerns. The childminder checks the premises to minimise potential risks and pays attention to areas babies can access. She teaches children what to do in the event of an emergency.

What does the setting need to do to improve?

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

- use professional development to focus precisely on raising the quality of teaching and children's learning to a higher level
- gather feedback from parents and children to support the improvement of the setting.

Setting details

Unique reference number	107147
Local authority	Southwark
Inspection number	10065895
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 1994. She lives in the London borough of Southwark. The childminder operates her service from Monday to Friday, 8am to 6pm. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- A joint observation was carried out by the inspector and the childminder to observe the quality of teaching and learning.
- The inspector and the childminder looked around the premises together and discussed safety procedures and risk assessments.
- The inspector completed a learning walk with the childminder to understand how the setting and curriculum are organised.
- The inspector spoke to parents and children to take into account their views of the setting.
- The inspector looked at relevant documentation and evidence of the suitability of all persons living at the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019