

Childminder report

Inspection date: 31 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 and his assistant provide a welcoming and stimulating environment for children, and follow the Steiner approach to learning. Children are confident, and thrive in the home and outdoors. Young children are eager to play with their friends. They showed this when they set up picnics on blankets. Children enjoy exploring a wide range of real and natural objects, such as china, metal and wooden plates and utensils. They skilfully manage tools as they balance and move objects confidently around the home. Children develop early mathematical skills as they explore concepts, such as 'heavy' and 'light'. The childminder has high expectations of children's behaviour. He supports children to respect different types of families and challenges stereotypical behaviours. This helps children to show exceptional levels of awareness and kindness towards others. Additionally, they have a secure understanding about what makes them unique. Children delight in expressing their thoughts and ideas as they read books. They describe the weather using interesting vocabulary, such as 'snowstorm'. Children develop their literacy and vocabulary skills well.

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

- Children display an excellent understanding of how to care for the environment. For instance, children are involved in sorting out items for recycling. They have a good understanding of different types of materials, and where rubbish goes. Additionally, they take part in gardening and developing the compost. Young children develop their understanding of life cycles. They have an exceptional awareness of the wider community and the world around them.
- The childminder provides an abundance of opportunities for children to develop their physical skills. Children show high levels of curiosity as they explore outdoors. They are enthusiastic about their trips to the meadow. For instance, young children confidently dress themselves to go outside. They are confident and face challenges as they climb, run and learn to hop. This helps build their resilience. Children develop excellent fine and large motor skills.
- The childminder supports children to develop their understanding of a healthy lifestyle. Children grow fruit and vegetables and discuss healthy eating. Parents comment on how much their children benefit from the wide range of diverse and nutritious meals. The childminder attends information forums to help to ensure meals and snacks are provided to a high standard.
- The childminder encourages children to think critically as they play. Children make good progress, and are well prepared for the next stage of their learning. Children approach challenges and compare sizes and shapes to work out where things go. They demonstrate this as they fit different types of vehicles together before they go for rides.
- Children's behaviour is good. For example, young children work together and

carefully put their toys away when they decide to tidy up. The childminder models language to extend children's learning. Children use terms such as 'half', as they fold up their blankets. This builds children's mathematical skills. Although children's early literacy skills are supported well, mark-making resources are not easily accessible.

- Children's emotional needs are extremely well met by the childminder. He places a high priority on supporting children from a young age to feel secure. For instance, young children confidently identify their needs and wants. Children have excellent language to express their feelings.
- The childminder uses his observations to identify any gaps in children's learning. Parents speak highly of the childminder and the support they receive regarding their children's development. Although the childminder understands his responsibilities to complete the required progress check for children aged between two and three, he does not ensure this is completed and shared with parents.
- The childminder evaluates his practice and has a clear vision for his setting. He provides parents with a learning walk pack. Additionally, he gathers useful information about families before children start. This helps children to settle quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his assistant complete mandatory training. They demonstrate a good understanding of wider safeguarding issues, including the 'Prevent' duty. The childminder knows how to identify signs that may indicate a child is at risk of harm. He knows how to report concerns about a child in his care. Additionally, the childminder knows the procedures to follow to report allegations against adults. The childminder supervises children well. He carries out thorough risk assessments in the home and for outings to make sure children are kept safe. This helps to minimise any potential hazards.

What does the setting need to do to improve?

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

- create more mark-making opportunities for children to develop and practise their writing skills
- ensure parents receive a written summary of the two-year-old progress check.

Setting details

Unique reference number	159926
Local authority	Lewisham
Inspection number	10064563
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 2001. He lives in New Cross, in the London Borough of Lewisham. He operates his service from Monday to Friday, 8am to 6pm. The childminder holds an early years qualification at level 3. He works with an assistant.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- A learning walk was undertaken around the childminder's home to understand how the early years provision and the curriculum are organised.
- Parents gave written feedback regarding the childminder's care.
- The childminder and the inspector conducted a joint observation and discussed the impact on children's learning.
- The inspector checked children's progress and discussed children's development. She spoke to children at different times during the inspection.
- The inspector held a meeting with the childminder and his assistant. They discussed safeguarding, and viewed evidence of the suitability of those living in the home.

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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