

Childminder report

Inspection date: 2 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are calm and are settled in the childminder's well-organised home. The childminder works with two assistants, and children have formed strong bonds with the adults who care for them. Children are polite, courteous and have a positive attitude to learning. Resources are stored at children's level, which enables them to make choices about the toys they play with. There is a well-stocked home corner where children engage in imaginative role play together. The childminder teaches children strategies to manage their behaviour. For example, children fetch the "sharing timer" when they want to take turns. Children demonstrate that they feel safe and secure in the environment as they confidently access resources, ask for help and apply themselves to tasks.

The childminder gives children time to practise what they have learned and to embed new knowledge and skills. This helps children to become confident in their abilities. The childminder has a wide range of books accessible to children. Children enjoy choosing books, and they share stories with their friends and adults. They use the reading area throughout the day for quiet time to explore books independently. This helps children to develop a love of reading and an interest in stories.

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

- The childminder knows the children in her care well. She is experienced, and understands the typical stages of child development. The childminder uses the settling-in period to gather information about children. She continues to track children's progress throughout their time with her. This helps her to plan effectively to support children's next steps. They learn well across all areas of learning.
- The garden provides children with plenty of opportunities to explore nature and to learn about the environment. They enjoy searching for bugs and inspecting them with magnifying glasses. Children excitedly show their discoveries to their friends. The childminder helps children to describe the insects and to count the insects' legs. This helps to develop children's early mathematical language and numeracy.
- Children participate enthusiastically in group activities. For example, they sit together to help prepare snacks. The childminder asks children questions about aromas, textures and flavours while they prepare the food. Occasionally, the childminder asks questions that require only one word answers and misses opportunities to build on children's existing vocabulary.
- Children listen attentively to the childminder and follow simple instructions well. They learn to wash their hands thoroughly after using the toilet and before eating. The childminder encourages children to put their shoes and coats on by

themselves. She praises their efforts to do things independently. This builds children's confidence and self-care skills.

- Children help to feed and to look after the childminder's pet guinea pigs. The childminder teaches them how to handle and care for the animals safely. Children learn to be gentle and respectful. They learn about the animals, the food they like to eat and their natural habitats.
- Children enjoy a variety of healthy snacks and the childminder's home-cooked meals. The childminder easily accommodates allergies and dietary requirements at mealtimes. Children spend time outdoors in the garden or at local parks and playgrounds. They enjoy developing their physical skills as they run and jump. This helps to promote children's good health.
- The childminder and her assistants know what children like. They use children's interests to create interesting activities and to extend their learning. However, there is further scope for the childminder to avail herself of training opportunities for herself and her assistants to further enhance their teaching skills.
- Parents get information from the childminder both face-to-face and electronically. The childminder regularly seeks feedback from parents and asks them to contribute ideas. For example, parents suggest changes to the menu and the activities. The childminder supports parents with ideas to continue extending children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge and understanding of child protection is secure. She regularly checks that her safeguarding policy is up to date and knows who to contact if she has any concerns about the welfare of children in her care. The childminder and her assistants keep their knowledge of safeguarding current through regular training and updates from the local authority. The childminder and her assistants understand their role in keeping children safe. The childminder ensures children are well supervised and that thorough risk assessments are carried out to maintain a safe learning environment.

What does the setting need to do to improve?

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

- use questioning techniques consistently to make use of all opportunities to further extend children's communication skills
- build on existing good practice, including that of assistants, by focusing professional development on further enhancing teaching skills.

Setting details

Unique reference number	EY548841
Local authority	Lewisham
Inspection number	10143511
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	2 to 3
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017, and lives in the London Borough of Lewisham. She holds a relevant level 3 qualification. She works with two assistants. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk of the play areas indoors and in the garden. They discussed how the childminder organises and implements her curriculum.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. Children told the inspector what they enjoy doing with the childminder.
- The inspector checked evidence of the suitability of household members and sampled documents, including parents' views. The inspector reviewed the qualifications of the childminder and of her childcare assistants.
- The inspector and the childminder jointly evaluated the quality of teaching during a planned activity.
- The childminder spoke to the inspector about her plans for the setting, and further professional development for herself and her assistants.

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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