

Childminder report

Inspection date: 25 January 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and enjoy the time they spend with the childminder. They say goodbye to their parents at the door and enjoy the warm welcome and cuddles from the childminder. This helps to develop children's emotional attachments. Children settle quickly and make choices in their learning. They confidently select resources and engage in their play. For example, children show their increasing imaginations as they pretend to make cups of tea, change nappies and care for their 'babies'.

Young children develop their small motor skills as they construct with interlocking shapes, take off lids and make marks with paint. They demonstrate their independence as they put on their coats and shoes, wash their hands and wipe their own noses. Children increase their learning as they name colours and observe changes when different colours are mixed. They count during singing and as they climb down the stairs.

The childminder has high expectations for all children. Children follow her lead and show their understanding of being kind and respectful to each other. They share the toys and take turns. Children listen well and follow instructions, including helping to tidy away. They use good manners and show a positive attitude to learning.

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

- The childminder knows the children well. She gathers detailed information when they first start and builds on what they know and can do. The childminder plans a broad curriculum which extends children's interests and provides challenge. She observes their progress and rapidly identifies any possible gaps in their learning, which are addressed quickly. The childminder shares next steps with parents, along with ideas to continue learning at home. However, this information is not consistently shared both ways to ensure the childminder can further build on what children have been learning at home.
- The childminder places a high priority on supporting children's communication and language development. She enthusiastically engages children in conversations and supports them to hear new vocabulary. The childminder encourages children who speak English as an additional language to use their home languages alongside English during their play. She repeats words and helps children to increase their sentences. Children enjoy singing songs and rhymes, and quickly learn and join in with repetitive phrases.
- The childminder has a wide variety of books and uses these effectively to support children's early literacy skills. Young children excitedly lift flaps to see what is hiding underneath and keenly listen to their favourite stories. The

childminder links books to her planned activities. She skilfully asks questions to encourage thinking, maintain interest and increase children's understanding of diversity and the wider world. Regular visits to the library build on children's love of books and future reading skills.

- Children's physical health and overall well-being are actively supported. The childminder provides regular exercise outside and attends local groups to increase social interactions with other children. Organised trips to the park allow children to increase their physical skills, manage risks and build their confidence. The childminder grows fruit and vegetables with the children. Healthy snacks and meals are provided in conjunction with parents, and dietary requirements and preferences are adhered to. Children learn the importance of oral health as they clean their teeth after lunch. They regularly wash their hands and understand the importance of following good hygiene routines.
- Parents share their appreciation for the childminder and the excellent service she provides. They comment on the strong attachments their children have made with her and how happy and settled they are. Parents state that their children are making good progress. They highlight positive changes with their children's communication and language, social interactions and independence.
- The childminder regularly evaluates the service she provides. She rotates resources and toys to maintain children's interest, and purchases new equipment. The childminder meets with other childminders to share ideas and good practice. She seeks feedback from parents to help her make improvements. The childminder has completed training and researches information to keep her knowledge and skills up to date. However, she has not accessed targeted training to support children's individual needs even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She ensures her home is safe and free from hazards. Children practise evacuation procedures and learn about road safety. The childminder has completed safeguarding training, including online safety and wider issues such as the 'Prevent' duty and county lines. The childminder can identify signs and symptoms that may indicate a child is at risk of harm or abuse. She knows the procedures to follow if she has any concerns about a child's welfare. The childminder ensures suitability checks are in place for all household members.

What does the setting need to do to improve?

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

- enhance ongoing training opportunities to raise the quality of education to a higher level

- strengthen existing partnerships with parents to build on children's home experiences and increase their learning further.

Setting details

Unique reference number	107328
Local authority	Southwark
Inspection number	10120533
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 1996. She lives in East Dulwich, in the London Borough of Southwark. The childminder operates each weekday, throughout most of the year.

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 their evaluation of her setting.
- The childminder and the inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector and the childminder held discussions about safeguarding and how the childminder evaluates her practice.
- The inspector looked at relevant documentation, including qualifications, insurance and suitability of all adults living or working in the home.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.

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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