

Childminder report

Inspection date:

17 November 2022

Overall effectiveness	Good
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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

Children within this setting are curious and show an eagerness to explore. The childminder sets up the setting safely to allow children space to crawl, cruise along furniture and engage with others. Children's inquisitive natures are met with a variety of resources that allow them to explore shape, texture and sound. Children are happy, settled and engaged. They actively seek out new experiences and babble away in excitement as they play.

Children have secure relationships with the childminder. Younger babies snuggle in close when drinking from their bottles. When children wake from their naps, they enjoy cuddles, taking time to fully wake up before venturing off to play once again. The childminder is flexible to children's needs. She adapts care routines to ensure that individual children's needs are met.

Children behave well. There are rules and boundaries in place, which even the youngest of children understand. The childminder models positive behaviours to children, such as using good manners, taking turns and sharing resources. She promotes children's independence, so that they are well equipped for the transition on to school. The childminder has a clear curriculum in place that allows all children to learn and develop the skills needed for the next stage of their learning.

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

- The childminder is passionate about providing children with a home-from-home environment. She knows children well. The childminder can discuss their starting points in learning and the progress which they have made within the setting. She has a clear understanding of what children know and what they need to learn next.
- The childminder is enthusiastic in her approach to sharing stories and songs with children. She changes her tone as she reads to keep them engaged. The childminder points out objects of interest, such as bananas and oranges. Children are encouraged to clap along like the baby in the story. When singing, the childminder helps children with the actions. They smile and giggle as their arms are waved in the air. They babble for 'more', once the song is finished.
- Overall, the childminder promotes children's early communication and language skills well. She shows patience in labelling objects and uses lots of repetition, so that children's vocabulary grows. Occasionally, however, the childminder shortens words, such as 'ta' for 'thank you' and 'tum tum' for 'tummy'. This means that children do not hear and learn the correct pronunciation of words.
- The childminder uses her local environment to enhance children's experiences. She takes children on visits to local playgroups to allow them to socialise with others. Children visit the library for rhyme time and to borrow books. This helps

them to learn how to take care of resources that do not belong to them.

- Children learn about keeping themselves healthy. The childminder supports children to understand how to make healthy food choices. Parents provide their children's food, and the childminder works with them to ensure that the options supplied offer children a balanced diet. The childminder promotes children's good oral health, with the option of children brushing their teeth. Children enjoy a range of physical activities that allow them to develop use of their large muscles.
- Children learn about the diverse world which they live in. The childminder provides resources within the setting which represent different cultures. Children develop confidence and high levels of self-esteem. They see themselves positively reflected. Children learn to be tolerant and respect others. Even the youngest children are given choices to enable them to develop their own voice and opinions.
- Partnership with parents is good. Parents report being happy with the levels of communication which they receive. They receive daily updates about how their children have been, along with pictures of them engaged in their play. The childminder records children's milestones and shares their new accomplishments with parents.
- The childminder is reflective in her practice. Parents are invited to fill in regular questionnaires to enable the childminder to continue to adapt her setting. The childminder has a support network of other childminders, who she can seek advice and support from when needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has ensured that she attends regular safeguarding training. As such, the childminder has a clear understanding of her responsibility to keep children safe. The childminder ensures that regular risk assessments are carried out to keep the environment free of hazards. The childminder understands the different types of abuse which children may be at risk of. She has rigorous procedures in place for recording and reporting any safeguarding concerns. The childminder is aware of the dangers of children using online devices. She shares with parents the importance of ensuring that any devices children use have parental controls on and that children are supervised while online.

What does the setting need to do to improve?

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

- help children to learn the proper pronunciation of words by ensuring that all words are pronounced in full rather than shortened.

Setting details

Unique reference number	128914
Local authority	Lewisham
Inspection number	10234141
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	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 January 2017

Information about this early years setting

The childminder registered in 1998. She lives in Catford, in the London Borough of Lewisham. The childminder operates all year round, from 8am until 6pm, Monday to Friday. She has an appropriate childminding qualification.

Information about this inspection

Inspector

Natalie OLeary

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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