

Childminder report

Inspection date:

21 February 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children have a good understanding of how to keep safe. They hold hands with the childminder and co-childminder as they eagerly walk from the pre-school playgroup to the childminder's home. Children feel safe and secure. They thoroughly enjoy themselves in the engaging and relaxed environment. Children readily make choices about what they would like to do from the moment they arrive. They are happy and engaged in their play. Children have positive relationships with their friends and adults. They delight in sharing their ideas and what they have made. For example, children are eager to have their name written on their art work. They confidently identify the colour of their drawings as 'purple'. Children receive lots of positive praise for their efforts. This helps build on their confidence and social skills.

Children's behaviour is good. The childminder knows children well. She plans activities following children's interests. For instance, children are fascinated by 'people who help us'. The childminder supports children to develop their imaginative skills as they play with the fire engine and people. She works in partnership with parents to extend children's learning at home. For example, parents take children to visit the fire station. This builds on children's understanding of the wider world.

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

- The childminder and co-childminder are good role models. The childminder reminds children how to keep safe. For instance, asking for adults to reach toys on higher shelves. However, she does not always encourage children to follow her behaviour expectations, such as packing toys away to make more space. Children are independent, polite and treat each other with kindness.
- Children have a strong sense of belonging. They know the routines well. For example, they remove their shoes and coats and know where to hang them up. Children develop good independence skills.
- Parents are complimentary about the care and opportunities their children receive in the childminder's care. They receive daily information about the children's day and how they can support their learning at home. Parents have positive relationships with staff and with other children who attend. They feel it provides a good home-from-home experience.
- The childminder encourages children to develop active, healthy lifestyles. For instance, children take turns using different ride-on toys and manoeuvring around. They make choices about what they eat and select from a healthy range of snacks available.
- The experienced childminder provides high-quality care for children. She knows children well and uses information gathered from parents and their attendance

at the pre-school playgroup to plan meaningful activities.

- Children enjoy participating in cultural and religious celebrations throughout the year. For instance, they have pancakes on Pancake Day. The childminder supports children to understand diversity within the community around them. For example, children enjoy learning sentences in Arabic and English. This builds on children's understanding of their similarities and differences.
- The childminder encourages children to develop their independence skills. Children have opportunities to develop their creative skills through a wider range of materials. For example, they patiently sit cutting and sticking. Children show great delight in their achievements. This builds on their self-esteem.
- The childminder works closely with the co-childminder. She evaluates her practice and values feedback from parents. She attends regular training and considers how to apply this to the setting. This helps raise the quality of the provision even further.
- Children benefit from a range of resources to develop their understanding of technology. For example, they read talking books and play with toys which respond when you use the controls. Children develop their small motor skills. In addition, they are developing their understanding of cause and effect. This prepares them for later life.
- The childminder's curriculum follows children's interests and complements their ongoing learning. For example, children concentrate well as they count and stack wooden blocks. Pre-school children confidently count from 20 to 30. This supports children's problem-solving and mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and co-childminder understand their responsibilities to safeguard children. They can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. They complete mandatory training and safeguarding refresher courses to ensure they are updating their knowledge, including on risks such as female genital mutilation and exposure to extreme views. The childminder is aware of procedures to follow if she needs to report a concern about a child or an allegation against a colleague. She checks the premises and surrounding environment to ensure that it is safe and secure for the children.

Setting details

Unique reference number	EY312569
Local authority	Southwark
Inspection number	10264129
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2005. She lives in the London Borough of Southwark and works with a co-childminder. She holds a relevant childcare qualification at level 4. She provides childcare Monday to Friday from 7.30am to 8.45am and 3pm to 9.30pm. She operates her service during term times and the holidays.

Information about this inspection

Inspector

Angela Colman

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 provider.
- The childminder and the inspector carried out a joint observation together.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the childminder and co-childminder. She assessed the quality of education being provided and impact.
- 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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