

# Childminder report

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Inspection date: 2 March 2023

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

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 eagerly arrive at the childminders home and demonstrate that they feel safe, happy and secure. Parents comment that their children are excited to see the childminder and develop strong bonds with her. Children are active learners from the moment their day starts. They develop a good understanding about what makes them unique. For instance, all children, including babies, join in self registration. Young children identify their photograph while older children identify their name.

The childminder has high expectations for children's behaviour and they behave exceptionally well. From a young age children show high levels of confidence in social situations. For instance, they know they need to stay near the childminder when they are walking outside. They are extremely polite and greet the adults warmly. Children demonstrate exceptional determination and a 'can-do' attitude. For example, babies are eager to hold the railings outside the childminders home and walk down the stairs themselves. Toddlers join the childminder as they carefully walk and count the steps. This builds on children's resilience and early mathematical skills. Children develop their small motor skills during creative activities. They recycle materials and use them during construction play. For instance, tubes are used to build a rocket. Children name colours as they paint and learn what colours are made when they are mixed.

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

- The ambitious childminder reflects on her setting. For instance, she has identified the importance of using more natural resources in the home. This would build on children's opportunities to explore using all their senses. The childminder encourages children to participate in discussions and voting on the new resources to add to the setting. This builds on children's confidence and effectively supports children's knowledge of living in a democratic society.
- The childminder uses information from parents and her own observations to assess children's development. She considers the impact of the COVID-19 pandemic, particularly on children's language, social and emotional development. For instance, she attends an early literacy course and shares information with families. This supports children's learning at home.
- The childminder's curriculum supports children's learning. She makes excellent use of the outdoor environment to extend children's experiences. For instance, they plant vegetables and flowers in the nearby community areas. The childminder skilfully supports children to observe how the flowers change during the different seasons. She captures changes with photographs and adds them to the 'wow' moments display. This helps to build on children's previous learning and gives them a strong sense of belonging. In addition, children learn about

the birds they see, such as, 'parakeets'. Children develop their vocabulary and build on their awareness of the natural world and living things.

- The very experienced childminder works in partnership with other settings children attend. She helps them settle and shares information about children's progress and receives regular updates. Consequently, transitions to nursery and school are effective. Partnership with parents is exceptional. Parents highly recommend the childminder. They comment on how well they are supported and the wonderful ideas they receive. For instance, the childminder encourages parents to support their children's oral health with visits to the dentist and brushing their teeth at the setting.
- The childminder promotes children's interest in books. From a young age children readily choose their own books to read. The childminder places a strong focus on supporting children's language. She identifies any gaps in learning and shares tips for parents to use at home. Children enjoy having book bags and reading with their families. This supports children's communication and language development. All children, including those who receive additional funding make good progress from their starting points.
- Children's confidence and highly positive attitudes towards learning are constantly displayed during play and daily routines. For instance, babies show high levels of determination when trying to fit magnets together. Toddlers dress themselves at nappy changing time. All children, including babies manage spoons to serve their own salad and cheese at mealtimes. Older children are extremely kind and aware of others. They offer to sprinkle cheese on their friends bolognese at lunch time. The childminder teaches children practical life skills that they will need for the future. Children have a good understanding about healthy lifestyles.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder ensures that her premises are safe and secure. She completes regular checks when they go outside for trips. The childminder has a good knowledge and understanding of how to safeguard children. She knows the signs and symptoms that may suggest a child is at risk of harm or neglect. If she has concerns about a child's safety or welfare, she knows who to inform. The childminder completes ongoing training to keep her knowledge up to date. For example, she learns about the impact of knife crime and county lines.

## **What does the setting need to do to improve?**

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

- enhance further the availability of natural resources to provide more sensory opportunities for children in the setting.

## Setting details

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| <b>Unique reference number</b>                     | 107303  |
| <b>Local authority</b>                             | Southwark   |
| <b>Inspection number</b>                           | 10263567  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 6  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 7   |
| <b>Date of previous inspection</b>                 | 5 May 2017  |

## Information about this early years setting

The childminder registered in 1995. She lives in Peckham, in the London Borough of Southwark. She provides childcare Monday to Friday, 8am to 6pm. She holds a relevant level 3 childcare qualification. The childminder provides funded early education for two-, three- and four-year-old children.

## 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 completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of education being provided in the home and outdoors. She assessed the impact that this was having on children's learning.
- A joint observation was completed. The childminder discussed her aims for the activity and the impact on children's learning.
- Parents shared their views of the setting with the inspector and provided feedback through written testimonials.
- The childminder showed the inspector a range of documents, including a copy of her first-aid certificate and evidence of suitability checks.
- The inspector held discussions with the childminder throughout the inspection and spoke to children.

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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