

Childminder report

Inspection date: 18 November 2024

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

The childminder provides a welcoming and nurturing environment to help all children to feel safe and emotionally secure. Children are very happy and sociable, such as when the inspector arrives. They greet the inspector by telling them their names and confidently say 'hello' and 'where are you going?' to family members.

The childminder's curriculum is challenging for all children to help them to make good progress. Overall, she plans many opportunities to help young children to learn new skills across all areas of learning. This helps prepare all children for the next stages in their learning and eventual move on to school. For example, the childminder skilfully encourages young children's independence, confidence and self-help skills. They are very motivated learners and develop resilience to setbacks, such as when they play games to develop their concentration and hand-eye coordination. The childminder teaches children to recognise some letters of the alphabet and sound out letter sounds. Young children are eager to learn. For example, they excitedly say that 'm' is for mummy and 'd' is for daddy.

The childminder is a positive role model. She is calm and nurturing in her approach and supports children's good behaviour. Consequently, children behave very well. They consistently show enjoyment and flourish in her care.

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

- The childminder is committed to her professional development. She keeps her knowledge and skills up to date, such as through frequent training. The childminder regularly meets with other childminders to share values, policies and practice to help to keep her early years practice current. This helps her to consistently provide good-quality inclusive care and education to all children.
- The childminder engages positively with parents. She finds out key information from them when children first start to help to plan experiences and opportunities to meet their individual needs. Parents comment very positively about the care, learning and education the childminder consistently provides. They welcome the varied activities provided and confirm that their children have made 'amazing' progress.
- The childminder has assessment and planning arrangements in place to support all children to make the best possible progress. She understands the importance of a targeted approach, such as to engage with external professionals. This helps to ensure that all children make good progress.
- The childminder makes sure that children are consistently engaged and curious. For example, the childminder frequently joins children in their play to help to enhance their learning. For example, she encourages children to point to and recognise numbers up to five, and they eagerly sing together 'Wind the Bobbin

Up'. Young children excitedly say, 'sing faster, faster'. They have a very positive attitude to their learning.

- The curriculum is sequenced to build on what children already know and their current interests. The childminder provides many opportunities for young children to strengthen their small muscles in preparation for pre-writing and opportunities to explore early mathematics. For example, young children firmly hold coloured pencils and make random marks on paper and correctly match coloured, wooden rings. The childminder consistently praises children for their achievements to help to support their self-esteem.
- The childminder increases children's knowledge and social skills well, overall. For example, she plans regular visits to local parks and play sessions with local childminders and other children. However, the childminder has not fully considered other ways to help to enhance children's awe and wonder of the world and broaden their experiences in the local community to an even higher level.
- Children benefit from freshly prepared meals every day. The childminder keenly engages in conversation about the importance of eating healthily to help to develop children's good health and healthy habits.
- The childminder provides an environment that supports children's communication and language skills well. She interacts positively with children and comments on their play and learning. However, there are some occasions when the childminder does not consistently repeat what children say using the correct pronunciation to help to develop their speaking skill to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the curriculum to help to increase the opportunities available to children, in particular to broaden their experiences of the world around them and children's sense of community
- help children to learn the correct pronunciation of words to further encourage their communication and language skills.

Setting details

Unique reference number	140001
Local authority	Lambeth
Inspection number	10359769
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 December 2018

Information about this early years setting

The childminder registered in 1993. She lives in Camberwell, in the London Borough of Lambeth. She provides care Monday to Friday, 8am to 6pm, all year round. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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