

Childminder report

Inspection date: 22 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is caring, calm and patient. Children blossom and feel comfortable in this home-from-home environment. They show they feel safe and secure through their warm and sociable exchanges. Children receive regular praise and reassurance from the childminder. This reinforces their already good behaviour.

The childminder gives children appropriate challenges in their learning. They are encouraged to persevere at tasks. When playing with construction toys, children try and persist when fitting parts together. They rejoice and show a sense of pride as they complete activities. Children learn about different families of animals. They are then encouraged to talk about people in their own family.

Active outdoor play is an essential part of the day. Children visit a range of parks and community spaces. They develop physical skills, such as climbing, jumping and spatial awareness. Social skills are enhanced while navigating play equipment alongside other children. They learn about their local community and develop a sense of belonging.

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

- The childminder supports children's learning well, overall. She uses careful observations to develop many of their essential skills. This provides children with good foundations for the next stage in their learning. For example, children enhance their knowledge of numbers by linking quantity to numerals. This gives children an early mathematical base to build on.
- Relationships are a key strength. Interactions are attentive and warm. Children regularly seek out the childminder for cuddles or support with an activity. Gentle, soft-spoken language is modelled to the children. This gives them a sense of safety and security.
- Opportunities for language development are good, overall. The childminder repeats and pronounces words for children. This gives the opportunity for words to be embedded for use in later communication. The childminder actively asks children questions. However, sometimes, she does not give them enough time to respond, to raise their skills even further.
- Parents are happy with this childminder. Information about children's interests and learning is gathered effectively when children first start. This gives the childminder a strong foundation to build knowledge from. She regularly shares information on children's progress. Activities to enhance learning at home are also promoted. Parent observations are then used to inform further activities for children. Parents comment on her 'calm and gentle nature' and how much their children 'love' attending.
- Diversity and inclusivity is a strength. The childminder ensures that children are

exposed to a range of celebrations and cultures. Children learn about similarities and differences between themselves and others. They have opportunities to explore their local community, which helps them learn about the world around them. The childminder establishes good links with local schools, other childminders and nurseries. Children develop positive relationships when playing alongside each other and this supports smooth transitions when they move from one setting to another.

- An understanding of healthy lifestyles is encouraged. Children learn about making fresh food choices at meal times. The childminder supports parents with advice on providing healthy packed lunches. Children develop good practices that support their physical health. For example, they wash their hands before meal times and when coming in from the outside environment. The outdoor space is accessed every day. Children have opportunities to develop physical skills, including running and navigating space around obstacles.
- The childminder's learning environment supports the delivery of her curriculum. Children develop an understanding of mathematical language. They discuss concepts, such as size and weight, as they play with water and boats. The childminder is confident in describing how her curriculum covers the areas of learning. However, occasionally, she does not always have a clear enough understanding of the specific skills she wants children to learn, to raise their achievements even further.
- The childminder is reflective of her practice. She spends time reviewing observations. She uses these well, overall, to enhance children's learning further at the next opportunity. She is part of a local childminder's networking group. Information sharing from this supports the childminder's vision for the future.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding training and ensures that her assistants keep their knowledge up to date. She has a good understanding of measures to take if she has a concern about a child. She provides reporting information for parents if they have concerns. Regular risk assessments are completed, in particular for outdoor spaces and fire safety. This ensures that children remain safe. The childminder understands safeguarding aspects relating to online safety and grooming. She helps children understand how to protect themselves and what to do if they are at risk. She continues to ensure that members of the household remain suitable.

What does the setting need to do to improve?

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

- ensure that children are given time to respond to questions, to further support

language development

- strengthen knowledge of the skills children need to learn to enhance the delivery of the curriculum.

Setting details

Unique reference number	2511728
Local authority	Lambeth
Inspection number	10207805
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	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Streatham, in the London Borough of Lambeth. The childminder operates from 7.30am to 6.30pm, Monday to Friday, throughout the year. The childminder has a level 3 qualification in childcare and education.

Information about this inspection

Inspector

Tania King

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure that it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation, including suitability checks.
- The inspector observed interactions between the childminder and children.
- The inspector discussed leadership and management with the childminder.

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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