

Childminder report

Inspection date: 24 June 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

Children have good relationships with the childminder and each other. Younger children wake up happily and children enjoy lots of hugs, cuddles and support from the childminder. They respond well to the daily routines as the childminder tells them about what they are doing next. The childminder has a gentle approach and reminds children about expectations of their behaviour. As a result, children are well behaved.

The childminder has a clear understanding of children's progress and what they need to learn next. She plans challenging activities that build on what children already know and extends their learning well. Children enjoy a broad curriculum of activities that reflect their learning needs and interests. They participate in daily outings and develop their physical skills while using the play equipment in communal outside play area. They regularly go on local outings to parks, children's groups and the library. The childminder places high regard to helping children learn about their local community.

Children have fun playing in the water tray. They wash the dolls and talk about how they are feeding the baby with the bottle. Children actively learn good early mathematical skills as the childminder uses the ducks in the water while singing the song. Children count how many ducks are left with the childminder when she takes one away. They excitedly join in the key words of the song. This promotes their language and communication skills well.

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

- Children's good health is promoted well by the childminder. She encourages healthy eating habits and good self-care skills, such as younger children feeding themselves. She works with parents to ensure children's toilet training routines are consistent. Children learn about good oral health and brush their teeth after meals. As a result, children's progress in their personal development is effective.
- Children show good concentration and physical skills while completing peg puzzles. They are interested as the childminder talks about the animals on the puzzle shapes. She extends their learning effectively as they keenly join the sounds the animals make.
- The childminder constantly talks to children during play. She successfully engages them during story times, encouraging them to make the sounds of the different types of transport as they read the book, for example. She also sings lots of familiar songs and rhymes with children and extends their vocabulary well. As a result, children are making good progress with their language skills from their starting points.
- The childminder ensures all required documents are accurately maintained. She

has a good overview of her childminding service and the things she plans to improve. However, methods to consider her own continuous professional development are less well established. The childminder does not yet target specific areas of her own learning, to help raise the quality of teaching and the learning outcomes for children even further.

- The childminder makes accurate assessments of children's progress and regularly shares this information with parents. She gains information about children's learning at home and plans activities linked to children's learning needs. She completes the progress check when children are aged two and identifies when children may need additional support. This ensures children quickly get the help they need to reach their full potential.
- Children develop their physical skills and good control as they use the crayons to make marks. The childminder talks to them about the different colours they are using and encourages them to put the crayon back in the pot and choose another one. She gives lots of praise for their efforts and achievements.
- The childminder promotes children's understanding of the world well. She plans activities relating to festivals and cultural events, so that children learn about their similarities and differences in a positive way. She helps children actively learn about nature and living things as they water the plants and watch them grow.
- Children enjoy playing imaginatively in the home corner area. They pretend to cook for the childminder, who talks to them about the toy foods. She encourages them to find the plates and cups and then compare the different sizes. They sort the big and small plates, developing their mathematical skills well. They imitate eating their pretend meal and become engrossed in role play. Children's learning and concentration are extended well by the childminder's high levels of interaction and good teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her safeguarding procedures well. She has recently completed safeguarding training. She can identify the types of concerns that would alert her that a child may be suffering abuse. She knows how to report any concerns about children's welfare or if any allegations are raised against her. The childminder completes risk assessments of her home to ensure it is safe and suitable for children. She completes emergency evacuation drills with the minded children, so that they all know the correct route to take in an emergency. This helps children to feel safe and secure while in the childminder's care.

What does the setting need to do to improve?

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

- strengthen methods of self-evaluation, to identify areas of continuous professional development, to help raise the quality of teaching and the learning outcomes for children even further.

Setting details

Unique reference number	2514929
Local authority	Lambeth
Inspection number	10207877
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Kennington, in the London Borough of Lambeth. The childminder holds a relevant childcare qualification at level 3. She offers childcare from Monday to Friday, 8am and 6pm, term time only, with separate arrangements with parents for additional care at other times if needed.

Information about this inspection

Inspector

Jo Geoghegan

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 inspector completed a learning walk of the premises with the childminder who explained how she uses her home for childminding and the activities she provides to meet children's needs.
- The inspector sampled a range of required documentation, including children's records and the childminder's qualification certificates.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.

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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