

Childminder report

Inspection date: 15 March 2023

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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children develop warm and trusting relationships with the childminder. They demonstrate that they feel safe and secure in her care. For example, children happily engage with the childminder during their play and are confident to seek her help when needed. Children's behaviour is consistently good. They benefit from the childminder's calm and caring interactions. Children learn to be kind, share their toys and use good manners. They display positive attitudes to learning as they lead their own play or participate in the activities led by the childminder. For instance, children explore the different sounds they can create using musical instruments and accompany songs with enthusiasm.

The childminder has high expectations for all children. She plans her curriculum effectively, to support their interests and extend their learning. Children demonstrate a keen interest in books and literacy. For example, they listen well when the childminder reads to them and are happy to share their ideas about stories. Children enjoy spending time playing outdoors. They are energetic and engage in a good variety of activities, which help to develop their large-muscle movements. For example, they confidently climb and balance on the large play equipment.

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

- The childminder provides a balanced curriculum, which supports all areas of children's learning. There is a good focus on developing children's physical strength and coordination. For instance, children have lots of opportunities to manipulate small objects, such as building blocks and puzzle pieces. They practise different ways to create marks. This helps them to develop their smaller muscle movements in preparation for writing.
- Overall, the childminder supports children's speech and language development effectively. For example, she talks, reads and sings with children throughout the day, to ensure that they hear a wide variety of words. However, she could do more to promote children's confidence in speaking. For example, by giving them more time to respond to comments and questions.
- Children discover that there are different communities and ways of life. For instance, they celebrate various cultural events throughout the year with the childminder. Children enjoy regular outings, such as to a local market, playgroups and shops. These experiences outside of the setting, teach children about their local community and the people who help us.
- Children learn to follow good hygiene routines and develop an increasing awareness of their physical needs. For example, they wash their hands before eating and use tissues to wipe their noses. However, the childminder's support for children's independence is inconsistent and she will sometimes complete

tasks which they can manage by themselves.

- Children display positive attitudes to their learning. They concentrate for long periods on the activities that they enjoy, such as drawing or building. Children show good levels of perseverance as they practise skills, such as counting. They are keen to demonstrate the things that they can do and show pride in their achievements.
- The childminder is a good role model and treats children with respect. She reminds children about good manners and praises them for positive behaviour. Children show that they understand the childminder's expectations. For instance, they tidy away the toys and resources after play.
- Children learn to enjoy healthy and active lifestyles. For example, the childminder provides nutritious meals and snacks, which support children to make positive choices about the foods that they eat.
- The childminder attends regular training, to help broaden her professional skills and knowledge. For instance, she has learnt how the COVID-19 pandemic has affected some children's development. This helps her to identify where children may need extra support with their learning.
- The childminder values her partnerships with parents. She recognises the importance of sharing information, to help support children's care and development. The childminder develops good links with staff at schools that children also attend. She explains how this helps her to continue children's learning in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding role. She attends training to further strengthen her knowledge. The childminder knows how to identify the signs of abuse. She is aware of issues that may compromise children's welfare, such as radicalisation or domestic violence. The childminder knows the procedures to follow, should she have concerns about a child or if there is an allegation made about her. The childminder supervises children well. She assesses potential risks to children in her home and when on outings, to help keep them safe.

What does the setting need to do to improve?

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

- build further on opportunities to promote children's speech, for example, by giving them more time to respond to questions and comments
- provide greater support for children to be independent and to manage their own personal care.

Setting details

Unique reference number	2530276
Local authority	Lambeth
Inspection number	10258233
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	4 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 May 2022

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Lambeth. The childminder operates her service Monday to Sunday, from 8am to 6pm, throughout most of the year.

Information about this inspection

Inspector

Sarah Crawford

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 this into account in her evaluation of the provider.
- The childminder showed the inspector the areas of her home used for childminding. They discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector observed and spoke to children, to find out about their experiences 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023