

Childminder report

Inspection date: 18 May 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 are happy and enjoy their time in this home-from-home setting. They feel content and settle quickly. The childminder has high expectations for children in her care. She knows what she wants children to learn and allows them to revisit what they know. For instance, children are keen to explain that they need to make cakes during imaginative play in the role-play kitchen. Children are confident and make choices in their learning from a range of resources. They take pride in their achievements and benefit from the praise and encouragement which the childminder provides. This also helps to build children's self-esteem and confidence. Children develop independence with support from the childminder, who encourages them to complete small tasks independently. For example, children manage steps to the outdoor area safely, and they confidently feed themselves.

Children are well behaved, enthusiastic and motivated to learn. They develop strong social skills and interact with kindness and respect. The childminder has a gentle approach and communicates respect with children. Children respond positively, listen carefully and are helpful. For instance, they quickly tidy up when asked. Children enjoy doing things for themselves. They learn good personal care skills, such as the importance of washing their hands when returning from playing in the garden. Children thrive in the childminder's calm, kind and friendly care.

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

- The childminder considers the individual needs and interests of children as she implements her curriculum. She includes parents in her initial and ongoing observations of children's learning. The childminder finds out from parents about their children's routines, what they like and their abilities before they start. She observes children to find out what interests them. This helps her to plan a curriculum which supports children to build on their skills in a way that suits them. All children make progress from their starting points in learning.
- The childminder supports children's language and communication skills well. For example, she uses good eye contact with children and speaks clearly. The childminder introduces new words, such as 'kneading', to explain what to do when making play dough. She asks questions to reinforce children's understanding of what they already know. However, the childminder does not consistently challenge children's learning further. For example, she does not use different questioning techniques to encourage children to share their own ideas and thoughts.
- The childminder assesses children's progress and carefully monitors their development. She identifies what children need to learn. The childminder makes plans for each child to help them to achieve their next steps. She works closely with parents to develop a two-way flow of information to ensure that they can

provide consistent support for children. The childminder has initiated information-sharing with other settings children attend.

- The childminder introduces early mathematical concepts into children's everyday activities. Children learn to count and recognise numbers. The childminder introduces mathematical language when measuring. For example, when measuring ingredients, she reminds children to measure 'two' cups full.
- The childminder supports children to develop their curiosity and motivation for learning. She is keen to join children's play when they invite her to. Children excitedly enjoy dancing to music. They giggle intently as the childminder joins them and demonstrates the actions.
- The childminder supports children to have a healthy lifestyle. They enjoy being outdoors and developing their physical skills. Children learn to climb and manage risks to climb in the garden and at various parks with the childminder's support and guidance. The childminder has adapted her curriculum to support this. Children enjoy exploring local woodlands, where they collect resources to support their learning.
- The childminder regularly reflects on her own skills and knowledge. She seeks the views of parents and children to help to evaluate her practice. The childminder makes good use of training to develop her skills and knowledge. However, she does not link her professional development to areas she wants to improve in the setting to enhance her teaching further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She attends safeguarding training and researches updates from the local safeguarding partnership to keep her knowledge up to date. The childminder has a good understanding of how to protect children and keep them safe from harm. The childminder is confident of the procedures to follow should she have any concerns about a child's welfare. This includes if an allegation is made against herself or a household member. The childminder completes thorough risk assessments of her home to ensure that children play in a safe and suitable environment.

What does the setting need to do to improve?

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

- challenge children's learning further by strengthening questioning techniques
- focus professional development more precisely to further enhance the good-quality teaching.

Setting details

Unique reference number	2536023
Local authority	Lambeth
Inspection number	10215206
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Lambeth. She operates all year round from 8am until 6pm, Monday to Thursday. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Tracey Murphy

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector sampled written feedback from parents to gather their views.
- The inspector looked at a range of documentation, including evidence of childminder's suitability and training certificates.

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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