

# Childminder report

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Inspection date: 10 January 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The children are greeted by an enthusiastic childminder who quickly engages them in play and invites them to have breakfast. They settle quickly in the familiar environment and show a close relationship with the adults. The childminder has high expectations of children. Children are valued and respected. The childminder and her assistants engage the children in conversation, introducing new words to extend their vocabulary and describing what they are doing. The childminder wants the children to grow in confidence and independence so they will be ready to tackle any obstacle they may face in the future.

The children express their preferences during the day, choosing what they want to sing during circle time or what resources to use. They move independently from one activity to another, participating in a variety of learning experiences that challenge and motivate them. The childminder skilfully offers them learning experiences that can easily be adapted and modified to meet each child's particular needs. The children enjoy whole-group activities, where they join in signing their favourite nursery rhymes, playing instruments and dancing. They develop their large muscles by going through an obstacle course, while also learning to take turns and follow instructions. Children learn about numbers, shapes and letters by looking for a hidden treasure in a sensory tray.

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

- The childminder shows great understanding of child development and offers creative learning experiences that she can adapt to the needs of each child. She knows each child well so she is able to engage them in motivating activities and support them in their next steps. The childminder uses ongoing assessment to determine the best way to extend learning. She plans activities that develop various skills. For instance, the younger children work on their big muscle movements on an obstacle course, while the older ones learn to take turns and follow directions.
- The childminder puts emphasis on teaching the children about various cultures and the local community. The adults teach children about important celebrations in each culture and about diversity. The childminder takes the children on outings to the local community, visiting the library, park and local shops, so they can learn about the world they live in.
- The children enjoy being at the setting, easily engaging in play by themselves and with others. They listen attentively to stories and join in with hand gestures and movements when singing their favourite nursery rhymes. The childminder and assistants take the opportunity to introduce new vocabulary by engaging in conversation with children as they play.
- The childminder and her assistants model respectful language. They teach

children to use 'please' and 'thank you', and always ask them if they need or want help before stepping in. In the main, the childminder teaches emotional literacy by encouraging children to talk about their feelings during circle time and when managing conflict. The childminder and assistants act as a good role models to help children to be respectful towards each other. However, the adults not always provide children with the clear messages about how to manage their own behaviour more effectively.

- The childminder provides children with balanced home cooked meals and teaches them how to make healthy food choices. The children choose their own breakfast and snack and they have the opportunity to develop their hand and finger movement skills by cutting their own fruit. The childminder and her assistants teach children good hygiene, reminding them to wash their hands before meals and to cover their mouth when they cough.
- Parents are extremely positive with the childminder and highlight how happy their children are attending the setting. They feel part of their children's learning journeys as they receive detailed accounts of the day in the daily diary and at pick-up time. The childminder works closely in partnership with parents to support the children's learning, giving them advice on what they can do at home.
- The childminder and her assistants work closely to support the children's learning. They communicate constantly about each child's needs and brainstorm ideas to extend learning. The childminder encourages her assistants to constantly reflect on their practice and stay up-to-date with training.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps herself and her assistants up to date with training on safeguarding and knows what to do in case of any safeguarding concerns. The childminder and her assistants can identify signs and symptoms of abuse, and know the processes to follow if they were to have any concerns about a child's well-being. They react quickly to accidents, assess the children's well-being and provide comfort. The childminder and her assistants follow procedures set out in their policy to ensure the children are kept safe at all times. The childminder makes sure that all adults working with children read the policies and are aware of their roles and responsibilities.

## What does the setting need to do to improve?

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

- develop a consistent approach to behaviour management to help children understand the expectations and manage their own behaviour more effectively.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2594157                                                                           |
| <b>Local authority</b>                             | Lambeth                                                                           |
| <b>Inspection number</b>                           | 10262849                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020. She lives in Upper Norwood, in the London Borough of Lambeth. The childminder operates Monday to Friday from 8am to 6pm, all year round, except family holidays and bank holidays.

## Information about this inspection

### Inspector

Isabel Torres Rodriguez

### Inspection activities

- This was the first routine inspection the setting 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 the evaluation of the setting.
- The inspector listened to parents' feedback about the setting and the childminder.
- The childminder and the inspector completed a learning walk. The childminder explained the curriculum and learning taking place.
- The inspector observed the children, the childminder and the assistants in their daily activity.
- The inspector and the childminder carried out a joint observation of an assistant.
- The inspector had a long discussion with the childminder and reviewed key documentation.

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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