

Childminder report

Inspection date: 3 February 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 applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure in the childminder's home and have developed close bonds with her. They welcome visitors and happily engage in conversations with them, keen to show off the toys they play with.

Children have access to a good range of books, which promotes their love of reading. They enjoy listening to their favourite rhyming stories and are excited to complete the familiar sentence, calling out, 'Whose knees are these?' Children are learning to respect books and handle them with great care. They carefully put them back once they have finished reading.

Children learn to keep trying when tasks become difficult. For example, when the paint tube is almost empty, the childminder shows children how to squeeze it to get more out. Children persevere with this task, successfully squeezing paint into the pot. The childminder praises children, who beam with pride at their achievement. This supports the development of their confidence and well-being.

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

- The childminder is a good role model and has high expectations for all children. As a result, children behave well. They listen to the childminder and follow her instructions. For instance, they know that they must wash their hands and sit on the carpet when it is snack time. The childminder promotes children's confidence and independence well. She provides opportunities for them to set up activities of their choice, tidy away and prepare their own snack of fruit.
- The childminder plans a curriculum which takes into account children's interests. She plans a range of activities that she knows they will enjoy. As a result, children are fully engaged and have a positive attitude towards learning.
- Children confidently mould play dough, rolling and patting it to their desired shape. This contributes to developing the small muscles in their hands in readiness for early writing. The childminder skilfully introduces mathematical language such as 'big' and 'small' and encourages children to compare sizes. Children giggle with the childminder as they roll 'long moustaches' with their play dough and place them on their face.
- The childminder provides regular opportunities for children to learn about the world around them. She takes them on interesting outings. For example, children enjoy visits to the local parks, stables, museums and libraries, where they can learn about different people and places. They eagerly tell visitors which number bus they take to and from the museum.
- The childminder gathers information from parents about what children know and can do when they first join her setting. She regularly assesses children's progress and knows how to identify their emerging developmental delays.

However, links with other professionals who support children further are not yet fully established.

- Parents are happy with the care that their children receive from the childminder. They comment that she cares deeply about the children and they trust her. They praise the good level of communication they receive about their children and feel 'lucky' to have found her. The childminder regularly communicates with parents via newsletters and photographs, which keep parents informed about their child's progress.
- The childminder keeps her knowledge up to date through attending mandatory training and webinars. She seeks advice and guidance from the local authority and takes their feedback into account to further develop her provision. The childminder has recently completed training in behaviour management, which has helped her to support parents when they have concerns.
- Children enjoy daily opportunities to be active and enjoy fresh air in the childminder's garden. They make good progress in their physical development and access resources that support their large motor skills. However, some minor hazards in the garden need attention to ensure that the area is free from unnecessary risks. These do not pose a significant danger to children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates that she fully understands her responsibility to safeguard children. She knows the signs and symptoms that indicate that a child might be at risk of harm. There are clear procedures in place for recording and reporting concerns. The childminder completes regular training and accesses online courses to keep her safeguarding knowledge up to date.

What does the setting need to do to improve?

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

- work in close partnership with other professionals to strengthen early intervention strategies
- strengthen risk assessment procedures to ensure that minor risks to children are swiftly rectified, particularly with regards to the outdoor area.

Setting details

Unique reference number	2597993
Local authority	Lambeth
Inspection number	10263153
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 3
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 2020. She lives in the London Borough of Lambeth. The childminder provides care for children on Monday to Friday, from 8am to 6pm, all year round. She holds an appropriate level 3 childcare qualification.

Information about this inspection

Inspector

Louise Drewett

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- Children spoke with the inspector during the inspection.
- Written comments from parents were taken into consideration by the inspector.
- The inspector looked at relevant 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.

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