

Childminder report

Inspection date: 8 February 2024

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 feel safe and secure in the care of this friendly childminder. The childminder spends time getting to know children before they start. She builds strong relationships with children and their families. Children seek the childminder out for play, praise and comfort. They clearly enjoy each other's company.

Children behave well and demonstrate kindness. For example, they pretend to gently bath and cuddle dolls. The childminder models the behaviours she expects and children know the routine well. Children spontaneously put their shoes and coats away as soon as they return from outside play, then go to wash their hands without being prompted.

The childminder provides children with daily opportunities for being active, indoors and outdoors. Children enjoy going through a tunnel in the playroom, as well as jumping in puddles, running in the local playground and moving around obstacles. This helps to develop children's health and well-being while fostering their physical skills.

Children independently access books from the selection that the childminder makes available for them. They quickly become engrossed in books, pretending to read and pointing at pictures. Children show concentration and enjoyment as they listen and join in at story time.

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

- The childminder has clear intentions for children's learning. She uses regular observations to assess children's development, identify any gaps and the next steps in their learning. The childminder works with parents and other professionals to make sure that all the children in her care, including children with special educational needs and/or disabilities, make the best possible progress.
- The childminder promotes children's communication and language well. She joins children's play and offers a narrative of what they are doing. The childminder models language through repetition and consistently uses descriptive and mathematical language. She introduces new vocabulary through songs and stories and speaks clearly to children.
- The childminder is a good role model. She is calm and consistently praises children's achievements. This supports children's positive behaviour and also helps to build their self-esteem. The childminder supports children to take care of the environment and to learn good manners. For example, she encourages children to help to tidy up toys once they have finished playing with them. When she serves children their snack, the childminder says 'please' and 'thank you' and

allows time for children to repeat these words.

- The childminder provides nutritious home-cooked meals, catering to the needs of all children. She encourages children to keep hydrated throughout the day. This fosters healthy habits.
- Children have access to a range of activities that support their understanding of the local community and the wider world. For example, they regularly visit the local library and parks, as well as taking trips further afield, such as to the theatre.
- The childminder helps children to solve problems for themselves and asks questions to encourage children to think of a solution. For example, when children cannot fit the doll back into the pushchair, the childminder encourages them to work out what they should do with the buckle. This supports children's independence and thinking skills.
- Parents praise the childminder's communication and her skills in helping their children to make progress. They comment that the childminder treats their children like they were her own and they appreciate that she is mindful of each family's circumstances.
- The childminder provides children with a good range of activities and resources that support their interests and needs. Children build their small muscles while squeezing wet sponges. However, some resources, especially mark-making equipment, are not readily available to encourage children to practise their early writing skills further.
- The childminder is passionate about her role and reflects on her practice effectively to improve children's outcomes. For example, she made some positive changes in the play area to make sure that children have a calmer corner to go and play in if they feel overwhelmed. In addition, the childminder ensures that all mandatory training is updated to help her to keep children safe.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enable children to explore mark making independently throughout the day, such as by reviewing the organisation of some resources.

Setting details

Unique reference number	2637089
Local authority	Lambeth
Inspection number	10305293
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 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Stockwell, in the London Borough of Lambeth. The childminder provides care from 8.30am until 6pm, Monday to Thursday, throughout the year, except for family holidays. She holds a childcare qualification at level 5.

Information about this inspection

Inspector

Damiana Cornacchia

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 inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for her curriculum.
- Parents shared their views on the setting with the inspector through written statements.
- The inspector observed the interactions between the childminder and children during activities.
- The childminder provided the inspector with a sample of key documentation on request.

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 2024