

Childminder report

Inspection date: 26 October 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

The childminder builds positive relationships with the children. She plays with them in a creative way and encourages them to use their imagination. For example, as she plays with toddlers and babies, they serve each other food. The childminder models how to ask questions. For example, she says 'delicious' and asks, 'Can I have a bit more please?'. Children engage in back-and-forth conversations as they hear and answer questions.

The childminder has high expectations of the children's learning. She finds out what children know and can do and provides spontaneous opportunities to extend their knowledge and skills. When children are learning to count with accuracy, the childminder identifies children who need extra help. She spends one-to-one time with children to support them as they point to objects and count to five. Children, including children with special educational needs and/or disabilities (SEND), are challenged in their learning and make good progress.

The childminder and her assistants have clear expectations of children. They teach children to be polite to one another and show respect. Children learn to say please and thank you. They are reminded to take turns and share with each other. Children understand the childminder and follow her instructions. They behave well.

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

- The childminder creates an environment with a clear learning intent. She aims to support children to become independent learners. The childminder considers the needs of all children, including toddlers and babies, so that all toys are at eye level. Children select activities that they want to play with. They have good attitudes to learning.
- The childminder finds out what children know and can do. She observes children's learning to identify ambitious next steps. The childminder works with her assistants and co-childminder to plan challenging activities. They support children to learn new skills and knowledge. Children are well prepared for the next stage of their education.
- The childminder understands that some children may have gaps in their learning. She works with external agencies to support children with SEND. All children reach their developmental milestones.
- The childminder has a good understanding of how children learn new language. She deliberately selects vocabulary that she wants children to learn. The childminder speaks clearly to the children and teaches new words. She supports the children to use more complex sentences with her and their friends. Children are developing high levels of confidence.
- The childminder understands that children need to experience sensory and

messy play. However, the planning of these activities does not always consider the needs of all children. For example, babies do not always get to feel different materials and older children are not consistently taught the skills they need to join in. On occasion, children are not deeply engaged or able to explore messy play in the most challenging ways.

- Parents are happy with the care that children receive. They say that the childminder provides a nurturing environment where children learn new skills. Parents report that they receive regular feedback from the childminder. They say that information about their children's learning helps them to extend children's development. They are able to support children at home.
- The childminder plans opportunities for children to learn about other people and communities. She explores a variety of differences by learning about festivals, family dynamics and cultures. The children learn to be respectful of each others differences and learn what makes them unique.
- The childminder teaches children about healthy lifestyles. They eat a variety of foods and learn that a healthy diet helps them to be physically strong. Children have opportunities to develop their physical skills. They know that being active helps them to develop their physical strength.
- The childminder is reflective of her practice. She thinks about the way children learn and adapts her practice. However, the childminder does not plan enough opportunities for herself or her assistants to continuously focus on enhancing their teaching practice to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a strong understanding of the safeguarding issues that may affect young children. They work together to identify signs that a child may be at risk of abuse or harm and report their concerns to the appropriate authorities. The childminder understands what action to take in the event of an allegation being made against an adult. She conducts regular risk assessments and checks for hazards to ensure that children are kept free from harm.

What does the setting need to do to improve?

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

- develop the planning of messy play activities so that children are deeply engaged in their learning and reach the best possible outcomes
- further enhance continuous professional development opportunities to help the raise the teaching skills of the childminder and her assistants.

Setting details

Unique reference number	2644808
Local authority	Lambeth
Inspection number	10260221
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	18
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2015. She lives in the London Borough of Lambeth. The childminder works with two assistants and a co-childminder. She operates Monday to Friday, all year round from 8am to 6pm. The childminder and one of her assistants hold a recognised early years qualification at level three. Her co-childminder holds an early years qualification at level 6.

Information about this inspection

Inspector
Kate Daurge

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between staff, the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to the assistant and co-childminder during the inspection and considered their views.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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