

Childminder report

Inspection date: 9 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming environment where children are happy and settled. They independently choose resources around their interests. Children show they feel safe and secure in the environment. They seek out the childminder for support and confidently communicate their wants and needs.

Children become engrossed in their imaginative play. Older children use construction and small-world pieces to create miniature towns. They use play food to engage younger children in their play. They discuss cutting food in half and work together to find matching pieces. Children play cooperatively together, engaging in familiar games such as hide and seek. They confidently count in order and take turns.

Children understand the routine well. They help the childminder set up in preparation for snack. They are consistently reminded of expected behaviour. For example, they are given gentle prompts to roll the ball instead of throwing it and to walk instead of run. Children are given regular praise for their achievements. The childminder is a good role model, talking to children kindly and listening with consideration. This helps teach them about respect and gives them skills for developing friendships.

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

- The childminder has developed strong bonds with the children. They engage playfully with her and she is responsive with cuddles and smiles. She encourages children to choose activities that incorporate their interests, promoting puzzles and role-play games. However, children would benefit from more focused activities involving adults to extend their learning further.
- There are a range of books for children to access. They read these independently, turning pages correctly and putting them away when finished. Children confidently ask the childminder to read books of their choice. They listen as the childminder reads a story about different cultural foods, helping children to build their knowledge of the wider world.
- Children speak proudly with confidence. They relay stories and talk about things that are personal to them without being asked, sharing experiences of holidays, families and things that will happen in the future. However, sometimes the childminder does not respond with language to extend conversation further.
- Children show good levels of independence and self-help skills. They use toilet facilities by themselves and wash their hands at appropriate times. The childminder encourages children to drink water regularly and provides healthy snacks and meals. Children experience daily fresh air, visiting outdoors and using the patio space.

- The childminder observes children and uses this to plan some activities. She understands what children need to do to be prepared for the next stage in their development. She shares information with parents about children's progress through regular feedback. She also provides parents with information to share with other settings children are attending. This supports with smooth transitions to school.
- Children have regular opportunities to learn about the world around them, attending the library and stay-and-play groups where they celebrate different festivals. This enhances children's understanding of different beliefs and traditions. Children regularly use public transport. They talk about what they can see in the environment and learn essential skills they will use in later life.
- The childminder is reflective of her practice. She keeps her knowledge up to date by attending regular training. She often meets with local childminders. This gives children opportunity to develop friendships and social skills. She is also part of a local forum, sharing ideas and best practice. As a result, children benefit from new activities that enliven their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her mandatory training up to date such as safeguarding and first aid. She is alert to signs relating to female genital mutilation and radicalisation. She understands her duty to follow reporting procedures if she has any concerns about a child's welfare. She ensures that the play area is safe by completing regular risk assessments and daily checks. The childminder is clear on her responsibilities in ensuring that people living in the home have completed relevant checks and remain suitable.

What does the setting need to do to improve?

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

- carefully plan adult-led activities for children, so that they can engage in more focused learning across the breadth of the curriculum.
- ensure children's language is extended further through thoughtful questioning techniques.

Setting details

Unique reference number	EY225719
Local authority	Lambeth
Inspection number	10219696
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 4
Total number of places	4
Number of children on roll	2
Date of previous inspection	12 August 2016

Information about this early years setting

The childminder registered in 2002. She lives in Brixton, in the London Borough of Lambeth. The childminder operates from Monday to Friday, from 8am to 6pm, throughout the year, except on public bank holidays.

Information about this inspection

Inspector

Tania King

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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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 2022