

Childminder report

Inspection date: 31 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are well looked after in this friendly and caring home. They concentrate well and actively engage in the good range of exciting learning experiences the childminder provides. For instance, children happily post uncooked spaghetti through small holes in a jar. They are fascinated by the sounds they hear when they spontaneously shake it. Children are developing their love of reading. For example, the reading area is a cosy and inviting place for children to curl up with a favourite book. Children are highly motivated, eager to learn and develop good sensory skills.

The childminder recognises children's uniqueness. She provides a clean, welcoming and friendly environment to meet children's individual needs. Children are confident and happy to play. The childminder has a good understanding of how children learn. She is calm, positive and gives children lots of attention. She praises children's efforts and follows their lead in play. Children feel safe and secure.

The childminder makes good use of the local and wider community. This helps to enhance children's learning and extend their understanding of the world. For instance, the childminder regularly takes children on walks along the River Thames and to local parks, farms and playgroups. Children have many opportunities to meet with others, and this helps to promote their good social skills and knowledge of other cultures. Children behave well. They are kind and are learning to share with others.

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

- Children learn about different cultures as well as their own. For instance, each child has a personal photographic storybook telling the story of their heritage. Children are excited to share their books and this helps them to feel special.
- Children are developing good hand-eye coordination and fine motor skills. For example, children use tweezers to pick up small objects and very carefully put metal rings onto a pole.
- The childminder provides many opportunities for children to develop their mathematical skills. However, she does not consistently plan children's learning experiences accurately enough to match their abilities and stage of development. For example, elements of a measuring activity were too advanced for children to understand and this restricted their progress.
- The childminder provides a good balance of adult-led and child-initiated activities to build curiosity. For instance, children show a sense of achievement when they discover the buttons on the electronic book will make the lights flash and the sound work.
- The childminder skilfully supports children's communication and language

development. During play, she speaks with children about their learning. She repeats key words and extends children's vocabulary. Young children indicate what they want by babbling. The childminder intuitively knows how to correctly interpret and act on this.

- Children develop curiosity, imagination, communication and an understanding of the world. For instance, the childminder has story boxes with a range of different characters to help make learning engaging.
- The childminder shares information consistently with parents and other professionals. This unified approach helps maintain continuity in children's learning. The childminder is happy to adjust her practice to each child's individual needs.
- Overall, the childminder uses her broad knowledge and experience to plan and monitor children's learning. She is self-assured to take action to support children who may need additional support.
- The childminder keeps up to date with developments in the early years. She attends training to strengthen her good teaching skills.
- Children develop independence and self-care skills as they learn the importance of good hygiene. Children have their own individual toothbrushes and wash items, which are easily accessible.
- The childminder encourages children to develop their early literacy skills throughout all activities. Books are displayed attractively for children to select freely. Children become absorbed at looking at favourite books and listening to their favourite stories. For example, the childminder reads with dramatic effect and uses good questioning techniques to help children understand and enjoy the story.
- The childminder reflects on her practice. She uses the feedback responses from parents and other professionals to improve her provision. The childminder has increased learning opportunities, such as her involvement in forest schools. Children have gained a deeper understanding of the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She has broad experience and this enables her to recognise signs and symptoms of possible abuse and neglect. In addition, the childminder has knowledge of wider safeguarding concerns, such as the 'Prevent' duty. She knows who to contact and the action to take should she have concerns about a child's welfare. The childminder completes comprehensive risk assessments, which helps her to identify and minimise risks to ensure children remain safe. The childminder maintains a safe environment. She checks all areas of her home, and she assesses possible risks when she takes the children on local outings.

What does the setting need to do to improve?

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

- build on the good teaching techniques already in place to ensure that activities are reliably matched to children's abilities and stage of development.

Setting details

Unique reference number	EY252133
Local authority	Lambeth
Inspection number	10138092
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	15 March 2016

Information about this early years setting

The childminder registered in 2003. She lives in Vauxhall Cross, in the London Borough of Lambeth. The childminder operates her service between Monday and Friday, 8am to 6pm, for 48 weeks a year. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Vicky Forbes

Inspection activities

- The inspector had a tour of the premises and the areas used to care for children.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector jointly evaluated an activity with the childminder. She held discussions with the childminder throughout the inspection.
- The inspector looked at relevant documentation, including evidence of suitability and training. The inspector spoke to the children about their learning.

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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