

Childminder report

Inspection date: 28 April 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy and enjoy the time they spend with the childminder and her assistant. Children form good relationships with each other and with the caring childminder. They settle quickly in their chosen activities and show that they feel safe and secure. Children listen and respond positively to instructions and are eager to learn new skills. For example, children learn how to hold magnifying glasses correctly, so they can see things closely. Children show great curiosity and have fun exploring minibeasts under logs. They discover how insects hide under leaves, logs and soil and they enjoy talking about the features of different insects. The childminder is a positive role model for children, and they behave well. She has clear rules and boundaries in place so that children know what is expected of them. For example, children know they must sit at the table and eat their snacks and not walk around with them.

The childminder has high expectations for every child, and she helps children to prepare for starting nursery and school. Children participate eagerly in writing and drawing. They enjoy exploring with chunky paint pens and chalk and talk about writing the initial letter of their name. The childminder encourages children to hold the pens correctly to develop their early writing skills. Children learn about diversity and different cultures through a range of well-planned activities linked to special occasions. For example, the childminder involves children in celebrating many festivals, such as Thanksgiving and St Patrick's Day, and shares stories from around the world.

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

- The childminder works closely with parents when children first start, to get to know children and support their individual needs. The childminder's knowledge and observations of children then helps her to plan for what children need to learn next. She supports all children to make good progress in their learning and development. This includes two-year-olds in receipt of funding.
- The childminder's planning for children's learning is thorough and teaching is good. For example, books are carefully selected by the childminder to help support children's learning in many areas of the curriculum. Children enjoy learning about the life cycle of a caterpillar, mathematics, and healthy eating. Children eagerly listen to stories and join in, repeating known phrases and counting objects related to the story.
- Overall, the childminder develops children's communication skills well. She asks children questions as they play and explore the environment. However, the childminder does not always give children enough time to think and respond or extend children's language with further conversation.
- The childminder and her assistant help to support children's healthy lifestyles

effectively. Children enjoy healthy fruit snacks, freshly prepared hot meals and plenty of drinking water. The childminder supports younger children with their care needs and promotes their emotional well-being successfully.

- Children learn some independence skills. For instance, older children put on their shoes and coat, and wash their hands before meals. That said, there are times when the childminder does not always let children learn to do things for themselves to the highest level. For example, children do not participate in serving their meals and clearing away afterwards or wipe their own nose with a tissue.
- Children have plenty of opportunities to develop their physical skills during outings to the park, visits to local playgroups and in the garden. Children thoroughly enjoy being active in the fresh air. For example, older children enjoy the challenge of an obstacle course where they practise their balancing and coordination skills. Young children equally enjoy being active and giggle with delight as they use wheeled toys, and climb onto a slide and a rocker.
- The childminder and her assistant evaluate their practice frequently and seek to improve it. The childminder has completed a wide range of training on topics, such as supporting children's emotional and physical well-being through movement and yoga. In addition, she has completed training on staff appraisal, so she can support her assistant further.
- The childminder works closely with parents, professionals and other childminders, to ensure children receive continuity of care and education. Parents receive regular feedback on their children's progress and how they can support their learning at home. Parents' written testimonials show that they are highly satisfied with the childminder and the quality of care and teaching their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role and responsibility to protect children from the risk of harm. The childminder has a good knowledge of child protection and knows who to contact if she has concerns about children's welfare. The childminder ensures that her home is a safe environment for children and any risks are minimised. All required documentation is well organised and it was readily available for the inspection. The childminder and her assistant closely supervise children and teach them how to keep themselves safe. For example, the childminder teaches children about tying their shoelaces before they play and run outside.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions, developing their communication and language skills even further
- continue to help children to learn to do things for themselves and promote their independence skills further.

Setting details

Unique reference number	EY317522
Local authority	Lambeth
Inspection number	10060285
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	2 December 2015

Information about this early years setting

The childminder registered in 2005. She lives in Tulse Hill, located in the London Borough of Lambeth. The childminder operates all year round from 8am to 5pm, Monday to Thursday.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector sampled documentation, including evidence of the suitability of the childminder and her assistant and children's records.
- The inspector read written feedback from parents and took their views into consideration.
- The inspector carried out a learning walk with the childminder. They discussed the learning environment and how the curriculum is organised.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector observed interactions between the childminder and the children and reviewed the impact on children.

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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