

Childminder report

Inspection date:

31 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not Met (with actions)

What is it like to attend this early years setting?

The provision requires improvement

Children are safe, happy and relaxed at the setting and settle in very well. The childminder is caring and kind, and children form positive and strong relationships with her. Younger children seek comfort from her throughout the day. Older children are supported well to share and take turns. Children enjoy the company of their peers and are socially confident. Children receive regular praise for their efforts, which helps in developing their self-esteem. The childminder knows the children well. They have opportunities for active learning and make choices from the available toys. The childminder provides some enjoyable activities, which are based around children's interests, such as playing with train tracks and cars. Children have opportunities to develop their mathematical skills. For instance, they count the cars as they share and tell the childminder which colour car they have. However, the childminder does not focus sufficiently on what children need to learn during activities or how she can build on what they already know and can do. Consequently, she does not support children's learning as effectively as she could.

Children are confident and engage with unfamiliar adults at the setting. Children, generally, behave well and demonstrate a positive attitude to their learning. The childminder encourages children and praises them for their achievements. Children enjoy regular trips within the local community as well as trips to local woods and parks to support their physical and social skills.

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

- The childminder wants children to become resilient and ready for the next steps in their learning. However, she does not have a clear enough intent to her curriculum, that is directly linked to children's individual development and what they need to learn next. Therefore, activities she plans are not as effective and engaging for the children as she hopes for.
- Children enjoy engaging in imaginative play. This helps to develop their creativity and language skills. For example, children enjoy playing a 'lava' game, which involves jumping from a colour for lava and a safe colour. They are keen to explain what to do to the childminder as she engages with them and joins in their play.
- The childminder supports children's language skills, talks to the children, repeats words, regularly sings songs and reads stories to the children. However, she does not support them in developing their language further and does not provide children with the correct words when they misuse vocabulary. For example, she agreed with the children when they said that they saw a tiger in the story and it was actually a lion. She does not give clear explanations and this hinders development of the language children need for thinking.
- Children confidently count when prompted by the childminder and have many

opportunities to hear and practise mathematical language. For example, children count the cotton reels as they build a tower and talk about how tall the giraffe is.

- The childminder shares her expectations of behaviour with the children. They are beginning to share and take turns with each other. However, they do not always listen to instructions. For example, at times, children do not listen to the childminder when she reminds them of unwanted behaviour or to help with tidying up.
- The childminder prompts children to follow hygiene practices. For instance, she supervises them to wash their hands before snack and mealtimes. She talks to them about why it is important to remember to do this. The childminder provides healthy choices during these times.
- The childminder gathers a range of information from parents when their children start at the setting. This enables her to meet their individual needs and keep daily routines familiar. The childminder shares information with parents about what children are doing throughout the day and during drop off and collection times. Parents are happy with the different communication styles and with the care their child receives at the setting.
- The childminder reflects on and evaluates her provision. She engages parents to share their views and ideas. For example, following discussions with parents, she has adapted her routines to provide more opportunities for children to engage in outdoor activities to support their physical skills. She has identified training to update her skills and has a plan for continual professional development in place.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of the signs and symptoms which could indicate that a child is at risk of harm or abuse. She knows what to do in the event of any concerns, in order to ensure children's safety. She is aware of the relevant agency to contact in her local authority should an allegation be made against her or a member of her household. She also has a knowledge of wider risks to children, such as radicalisation and online safety.

What does the setting need to do to improve?

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

- strengthen the curriculum to ensure the learning intention is clear and focused to enable the children to make better progress
- support children's language skills to enable them to develop their thinking
- develop strategies to support children to develop their listening skills and to follow instructions.

Setting details

Unique reference number	EY337412
Local authority	Lambeth
Inspection number	10120600
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	6
Number of children on roll	2
Date of previous inspection	22 April 2016

Information about this early years setting

The childminder registered in 2006 and lives in Kennington, London. She operates Monday to Friday, from 8am to 6pm for most of the year. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

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 childminder and inspector completed a learning walk to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke to parents on the telephone to gather their views about the childminder.
- 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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