

Childminder report

Inspection date: 19 May 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's setting with big smiles. They bound happily inside, eager to greet their friends. Children form strong and affectionate relationships with the childminder and her assistant. They show that they feel happy and secure, as they make choices about their play and interact confidently with others. Children learn to be kind and polite. For example, they say 'excuse me' when they want somebody's attention.

Children have ample opportunities to play and learn outdoors. They enjoy vigorous exercise and eagerly initiate their own racing games. Children develop high levels of competence with their personal care. For example, they wipe their hands and faces independently, and use a mirror to check that they have done a thorough job. Children wash their hands before meals and brush their teeth afterwards. This helps to build positive habits to support their physical health and well-being.

The childminder has high expectations for children and provides a broad curriculum to support all areas of their development. Children show strong dispositions for learning. They are excited and motivated by the activities and are keen to join in. For example, children thoroughly enjoy singing together. They demonstrate that they know a wide range of songs and join in enthusiastically with the words and actions.

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

- The childminder has worked hard to address weaknesses identified at her last inspection. She attends relevant training and seeks help from her early years advisor to strengthen her understanding of the registration requirements. This has helped to raise the quality of the provision.
- The childminder has improved the coaching and supervision for staff. For example, they have regular meetings to reflect on what they can improve and how they can implement new ideas from training. Therefore, positive improvements become imbedded.
- The childminder ensures that children have a wide range of experiences, to help them acquire and practise new skills. However, these are not always effectively sequenced, to build the foundations for later learning. For instance, the childminder wants children to link words to the letters that they start with. However, she does not teach them about the sounds that letters represent. Therefore, children do not develop their understanding of phonics to support them as they learn to read.
- Children show positive attitudes to their learning and engage with the activities with enthusiasm. For instance, they are excited to uncover the toy bugs, which have been hidden in the sand. Children are curious about the different creatures.

They ask the childminder questions and look through a book about insects to help them find out more.

- The childminder has improved assessments of children's development and ensures that the required progress checks are completed. She uses what she knows about children effectively, to support their interests and learning. For instance, the childminder recognises that some children find it difficult to share. Therefore, she helps them to practise this through activities that they enjoy, such as role play and painting.
- The childminder and her assistant provide consistent guidance on behaviour, with positive instruction such as 'walking feet' and 'nice voices'. However, at times, these are not accompanied by explanations to help children understand why rules and boundaries are in place, and support them to moderate their behaviour.
- Children have many exciting opportunities to explore their local area and meet new people. For example, they visit a local library, market, playgroup and coffee shop. This helps them to learn about and feel part of their community. Therefore, children develop their understanding and tolerance of different ways of life. For instance, they enjoy a book about various types of families and are proud to talk about their similarities and differences.
- The childminder values her partnerships with parents. She ensures that there is a constant exchange of information to support children's care and learning. The childminder is keen for parents to share information about children's experiences at home, so that she can continue these in her setting. For example, she asks them to share favourite recipes or to contribute to cultural celebrations. This adds to children's sense of belonging. Parents report that they are very happy with the care and education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She has a good knowledge of child protection issues and can identify possible signs of abuse. The childminder knows how to report any concerns about children's welfare. She understands the procedure to follow if there is an allegation made against her or an assistant. The childminder ensures that she and her assistants attend regular training to update their safeguarding knowledge. She has developed her understanding of safer recruitment procedures, to help ensure that any new assistants are suitable.

What does the setting need to do to improve?

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

- strengthen understanding of how to effectively sequence children's learning,

particularly relating to the curriculum for literacy, to ensure that activities help to build relevant skills for later learning

- provide more consistent guidance about why rules and boundaries are in place, to help children regulate their behaviour independently.

Setting details

Unique reference number	EY367789
Local authority	Lambeth
Inspection number	10249721
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	18
Number of children on roll	10
Date of previous inspection	12 July 2022

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Lambeth. The childminder operates her provision Monday to Friday from 7.30am to 6pm, throughout most of the year. The childminder employs four assistants. The childminder and three assistants hold qualifications at level 3. The other assistant is unqualified. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder showed the inspector the areas of her home used for childcare and explained her intentions for children's learning and the curriculum she provides.
- The inspector observed the quality of the learning experiences provided by the childminder and her assistant and assessed the impact this has on children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector had discussions with the childminder and her assistant to assess their knowledge of childcare issues and their roles within the setting.
- Parents provided written and verbal feedback about the childminder's provision, which the inspector considered. The inspector also spoke to the children to help assess their views and experiences of the setting.

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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