

Childminder report

Inspection date: 15 May 2023

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 have warm relationships with the nurturing childminder, who knows them well. They are busy as they explore a range of interesting activities. For example, babies are curious as they play with the baby dolls. Children are relaxed as they show the childminder that they can put the baby doll in the pushchair and take it for a walk. They babble confidently as they tell the childminder what they are doing. Babies feel listened to and learn to express their needs.

Children learn new words throughout the day. The childminder plans ambitious activities that help children to understand the meaning of new vocabulary. Children listen carefully as they respond to a range of questions. They show high levels of understanding and can follow instructions. Children enjoy their learning and are motivated to join in.

Children display high levels of happiness. They sing and dance with the childminder to their favourite songs. Babies are excited to share what they can do. For example, they clap their hands happily as they sing a favourite song. Children giggle as the childminder praises them. They enjoy spending time with the encouraging childminder. When children need help to understand their feelings, the childminder gives them reassurance. Children feel safe and secure. They behave well.

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

- The childminder plans an ambitious curriculum for all children. For example, she supports children's physical development with a range of experiences outdoors. Children go on walks to the park. They kick and throw balls, and climb on large equipment. Babies practise walking outside to the local shops and market. Children build on their skills as they gain physical strength.
- The childminder sequences her curriculum to help children to deepen their understanding. She regularly observes children to find out what they know and can do. For example, when babies begin to find other people interesting and wave at them, she shares this information with parents. Children meet their developmental milestones.
- The childminder understands that some children will have gaps in their learning. She knows how to work with parents to access external support for children where required. The childminder works with parents to support children who speak English as an additional language to learn new words. All children are well prepared for the next stage of their education.
- The childminder supports children's language fluency well. She repeats new language and encourages children to copy new words. Babies use an increasing range of sounds. They learn that words have meaning. Children absorb new

language and use it in their play.

- The childminder knows that children need to learn to do things for themselves. However, she often steps in to help children without exploring ways to develop their independence. For example, children sometimes sit on the mat to eat their lunch. This makes it tricky for them to feed themselves. Children are not always fully able to develop their self-care skills.
- Parents are happy with the care that their children receive. They say that children learn new words and use them at home. Parents report that daily feedback from the childminder helps them to support their children at home.
- The childminder knows it is important for children to lead a healthy lifestyle. She plans a varied menu for children. The childminder encourages children to eat a range of different foods. Children learn what they like and dislike.
- The childminder understands it is important for children to learn about other people. She plans experiences for children to explore their local community. For example, children visit the local market and shops. The childminder uses these opportunities to teach children about people that are different from them. This helps children to gain an understanding and respect for other people.
- The childminder is reflective of her practice. However, she does not always closely link opportunities for professional development with children's learning. This does not support the childminder and her assistant to fully develop their teaching skills over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the safeguarding issues affecting children in her care. She knows the signs that may indicate that children are at risk of abuse or harm. The childminder understands how to report her concerns to the authorities. She has a procedure in place for her and her assistant to follow when recording and reporting concerns. The childminder knows what action to take in the event of an allegation being made against herself or others. She carries out regular safety checks of her home to ensure that children are kept safe. The childminder understands the factors that may affect her suitability and knows how to report these to Ofsted.

What does the setting need to do to improve?

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

- build on opportunities for all children to further develop their independence
- develop opportunities for continuous professional development to extend the quality of education.

Setting details

Unique reference number	EY378494
Local authority	Lambeth
Inspection number	10280151
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 1
Total number of places	6
Number of children on roll	0
Date of previous inspection	1 September 2017

Information about this early years setting

The childminder registered in 2009. She lives in Brixton, in the London Borough of Lambeth. The childminder provides care for children all year round, from 7am to 3pm, Monday to Friday, including public bank holidays. She works with an assistant.

Information about this inspection

Inspector

Kate Daurge

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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