

Childminder report

Inspection date: 25 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Young children flourish and have lots of fun in the care of this bubbly and caring childminder. Children's sense of achievement is promoted exceptionally well, such as when young children begin to use the toilet. The childminder enthusiastically cheers and praises children for their achievements. Children eagerly explore the safe and exciting learning environment. They consistently demonstrate very positive attitudes to learning and behave very well. Young children concentrate as they wait to see what is in a bag. They excitedly jump up and down when the childminder shows them objects, such as a duck and a bus. The childminder and children join in with actions and eagerly sing songs about five little ducks and wheels on a bus. Children recognise the childminder's strong sense of fun and cheerfulness. Children's love for books and early literacy skills are promoted well. They spend time in a cosy book area, willingly choosing a variety of books, turning pages correctly and listening intently to stories the childminder reads to them. The childminder points to pictures and encourages young children to describe what they see to help promote their communication and language skills. They respond with enthusiasm, for instance giggling when they say, 'A goat has trousers on his head.' The childminder has high expectations for children. They benefit from the well-designed curriculum and develop detailed knowledge and skills for the next stages in their learning.

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

- The curriculum places a particular emphasis on challenging young children's physical abilities, encouraging communication skills, and supporting a love of early reading and books. Their physical development was evident when children concentrated as they skilfully picked up pom-poms with tongs and threaded buttons and beads. Such activities help to develop children's small muscles and coordination to a very good level.
- The childminder routinely assesses and monitors the progress children make over time. She regularly shares children's achievements with parents to support their children's learning further. The childminder shares ideas with parents to try at home, such as self-help skills, and she encourages parents to share favourite books and stories children enjoy.
- The childminder provides children with many opportunities to develop their early mathematical skills alongside their play, such as counting, and identifying colours, size and volume. Young children learn and use new words such as 'full' and 'empty' and eagerly count up to five.
- Children benefit from the exceptional care that the childminder consistently provides. She successfully reinforces boundaries and desired behaviour. For example, children begin to learn how to share and take turns with toys. The childminder encourages children to become highly independent. She promotes

good hygiene practices very effectively, particularly when young children wash their hands. Children eagerly cut strawberries and bananas for their snack and they demonstrate extremely high levels of confidence. Children feel exceptionally secure and safe as they play. They flourish and make good progress.

- The views and comments from parents are valued by the childminder. Parents are highly appreciative about the childminder. They say that her service is excellent, that she provides many opportunities to promote children's physical skills and supports their communication and language very well. Good communication between parents and the childminder means there is a joint approach to children's learning and development.
- Children enjoy a wide variety of play opportunities that reflect their interests. For example, they benefit from acting out their home experiences, as they push dolls in a pram and explore different vehicles. This helps to promote their imaginary play very well. However, the childminder does not focus enough on providing children with opportunities to express themselves freely through art and crafts.
- Children gain important skills they need for the next stages in their learning and to prepare them for life in modern Britain. Children develop a sense of self within their local community. They regularly visit local playgroups and parks to develop their confidence and social skills. They access libraries and enjoy trips to museums and parks with model dinosaurs. Children benefit greatly from daily outings and ample fresh air.
- The childminder gives priority to self-evaluation. In addition, she has found other ways to reflect on her practice, such as using forum groups to discuss current childcare matters. Nevertheless, she has not consistently accessed training opportunities to raise her good teaching skills to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and promote their welfare. She maintains up-to-date knowledge of safeguarding and wider child protection concerns through regular training. This helps her to identify, understand and respond to signs of possible abuse and neglect in a timely manner. The childminder is able to explain clearly her role in protecting children from extreme views and beliefs. She knows the correct local reporting procedures to use in order to raise any concerns about a child's safety and welfare. The premises are secure and the childminder carries out daily checks of the environment to ensure it remains safe for children to use.

What does the setting need to do to improve?

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

- strengthen self-evaluation systems to help identify other training opportunities to consistently raise the quality of teaching, knowledge and skills
- maximise opportunities for children to express themselves more freely, in particular during art and craft activities.

Setting details

Unique reference number	EY416037
Local authority	(select)
Inspection number	10138089
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Lambeth. The childminder works Monday to Friday, from 8am until 6pm, all year round.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- An observation of the quality of education was completed by the inspector during activities indoors, together with an assessment of the impact these activities have on children's learning.
- A discussion was held with the childminder to understand how the environment and curriculum are organised.
- A joint evaluation of an activity was discussed with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection and took account of the views of parents through written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020