

Childminder report

Inspection date: 15 October 2019

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

The childminder supervises children well. They are cared for in an environment where their welfare is given high priority. Children are happy, well settled and growing in confidence because the childminder meets their individual needs very well. For example, young children are given lots of praise to help reassure them. Children are supported well to understand simple rules of how to listen to each other and to share. The childminder organises her environment effectively, which helps to encourage children's curiosity and motivation to learn. Children confidently follow their interests as they eagerly investigate the wide range of resources and activities available. Parents provide the childminder with written feedback. They speak highly of the childminder and are appreciative of the good-quality care and learning opportunities she provides for children. The childminder gathers a wealth of information about children when they start the setting. She use this, along with her observations of children, to complete accurate assessments and plan their future learning based on what they know, can do and need to learn next. Children gain the skills they will need for their eventual move to nursery and school.

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

- The childminder supports children's communication and language skills very well. For instance, she speaks clearly and gives children time to respond. The childminder and her assistants constantly interact with children and extend their vocabulary. For example, they introduce new words, repeat what children say and add words to their actions.
- The childminder successfully fosters children's literacy skills. For example, children eagerly join in with group story time. They excitedly point to pictures and repeat familiar words. They readily predict what is going to happen next. Additionally, children relish sitting with books they have chosen to look at and read themselves.
- The childminder provides children with opportunities to develop some mathematical skills during play, such as counting. However, she does not use these opportunities as well as possible to help older children better understand shape, measurement, size and simple adding and subtracting.
- Many opportunities are taken to encourage children to make marks. They happily draw with a range of media and delight in repeatedly rubbing out their lines and beginning again. They take pride in their work and happily show it to the childminder, who excitedly acknowledges their efforts and achievements.
- The childminder and her assistants support children effectively to focus and engage for long periods of time, relative to their age. However, at times, the childminder does not encourage younger children to be as independent as they can be. She does not allow them to have a go at carrying out some tasks for themselves.

- Older children develop good personal self-care skills. The childminder and her assistants give children plenty of praise. This helps to build their self-esteem and supports their good behaviour.
- The childminder and her assistants support children to learn how to keep themselves healthy. For example, children learn about healthy eating habits and exercise. They are taken on regular outings in the local community, where they can be active, meet other people and develop their physical health and well-being.
- Children have opportunities to learn about the environment and the wider world including, for example, the life cycle of different species, such as butterflies.
- Children demonstrate a strong sense of belonging in an environment where their thoughts and opinions are taken into account. This is evident as the childminder seeks the views of children and parents when she evaluates the setting to identify areas to improve.
- The childminder support her assistants well, for example by being alert to paperwork and how this can be reduced. She evaluates practice and views their professional development as high priority. Systems for the ongoing support of her assistants are effective, which helps them to improve the quality of teaching. They access training to keep their knowledge up to date and benefit children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises getting to know children and their families well to help her identify changes in children's behaviour and well-being swiftly. She has a secure knowledge of the local procedures to follow if she is concerned about a child's welfare. She ensures her safeguarding knowledge and that of her assistants is regularly updated and that they are kept informed of any changes. The childminder ensures that all adults living and working in the household are suitable. She regularly assesses risk in her home environment and during outings to help promote the ongoing safety of children.

What does the setting need to do to improve?

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

- encourage younger children to be more independent in completing simple tasks
- develop stronger support for older children to help them extend their mathematical knowledge.

Setting details

Unique reference number	EY430105
Local authority	Lambeth
Inspection number	10064101
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	8 January 2016

Information about this early years setting

The childminder registered in 2011. She lives in Streatham, in the London Borough of Lambeth. She works with three assistants at different times throughout the week, one of whom is her husband. The childminder operates from 7.30am to 6pm, Monday to Friday, all year round. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The inspector completed a learning walk of the environment with the childminder. She discussed safeguarding and activities provided to support children's learning.
- The inspector observed the childminder and her assistants' interactions with children and assessed their impact on children's care, learning and development.
- The inspector completed a joint observation with the childminder and discussed the quality of teaching.
- The inspector spoke to the childminder, her assistants and children at appropriate times during the inspection. She took account of the views of parents from written feedback provided.
- The childminder provided a range of documents for inspection, including evidence of the suitability checks carried out on adults at the address and paediatric first-aid qualification certificates.

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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