

Childminder report

Inspection date: 24 January 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 are excited to explore the spacious surroundings on arrival at the childminder's home. Children confidently build towers with building blocks, displaying great concentration as they carefully add each piece. Children arrive at different times during the morning and are greeted with delight by their friends and staff. They immerse themselves in the activities, showing independence and security. Children follow routines with ease. They know to tidy up before sitting on the rug in readiness for the morning singing sessions. Singing and music are threaded throughout the day. For example, while exploring a farm activity, children listen to and sing 'Old MacDonald Had a Farm'. Positive attitudes are demonstrated by toddlers dancing to the music, and older children recall the lyrics and sing along.

Children are encouraged to put on their coats and fasten zips before going into the garden. They develop gross motor skills as they explore the outside area. They throw balls at a large target, which helps them to develop their hand-to-eye coordination. Children make choices as they choose from the range of ride-on toys, tricycles and bicycles.

Outings in the local community help children to understand the world around them and familiarise themselves with the people who help them. For instance, they visit the local shop to buy fruit and vegetables for future activities.

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

- Children's communication and language skills are good. Older children engage in conversations with each other when looking for hidden insects. For example, they use descriptive language, such as 'under' and 'middle', to provide clues. The childminder introduces language such as 'left' and 'right' as she points out the areas accordingly. This helps children to learn new vocabulary, which supports their language development.
- Children demonstrate positive behaviour towards their learning. They enjoy story time. The childminder's assistant reads 'The Colour Monster', and children listen attentively as they are prompted to name different colours. The childminder and her assistant encourage older children to name and recognise emotions and link them to their own. They skilfully include everyone, asking quieter children questions to ensure that each child is heard and included. Role modelling enables children to learn behavioural expectations.
- Children develop pre-writing skills as they manipulate hay with tweezers. Younger children persist until they have secured the hay, building hand strength as they squeeze the tweezers together. Older children choose from a variety of pens and pencils to draw and practise letter and number formation in preparation for early writing.

- Older children learn self-care skills as they roll their sleeves up and wash their hands independently. However, younger children are not given the same opportunity to do these tasks themselves. For example, the childminder's assistant cleans toddlers' hands and noses rather than supporting them to learn to do it by themselves. Toddlers are encouraged to use spoons and feed themselves at mealtimes, which they do well. Older children, however, are not consistently encouraged to complete tasks they are capable of doing themselves, such as pouring themselves a drink.
- The childminder and her assistants model positive behaviour and help children learn to solve conflicts. When children choose to play with the same house but cannot agree on where to put it, the childminder's assistant suggests they place it in the middle. Together, they do so and happily play side by side, engaging in imaginary play. Children learn to socialise and are kind and inclusive towards each other. For instance, older children play with a tunnel and invite younger children to join them, explaining the rules of the game.
- The childminder works closely with parents and other settings to ensure the best outcomes for the children. She follows the same literacy programme as local pre-schools and works with staff to ensure they are supporting and extending the children's knowledge in unison. The childminder focuses on what children are learning in pre-school to consolidate the children's learning.
- Parents receive daily feedback on an app that details the children's day. Most parents welcome the information and confirm it helps them to be involved. Parents report that their children have made good progress in their learning. They feel that their children are safe and thrive in the caring, homely environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants attend regular training and are confident to identify whether a child is at risk from potential harm. They know who to contact should they have a concern about a child or an adult working with them. Regular meetings provide the opportunity for the childminder and her assistants to voice any safeguarding worries. Everyone is aware of how to recognise individuals who could be affected by inappropriate cultural practice and those who may be vulnerable to radicalisation. Children learn to keep themselves safe through regular fire practices and learning about road safety during outings in the local community.

What does the setting need to do to improve?

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

- provide a wider range of opportunities for children to develop independence and meet their own care needs.

Setting details

Unique reference number	EY475301
Local authority	Lambeth
Inspection number	10236339
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	10
Number of children on roll	10
Date of previous inspection	2 February 2017

Information about this early years setting

The childminder registered in 2014. She lives in the London Borough of Lambeth. The childminder operates each weekday, from 8am to 6pm, for 48 weeks a year. She works with two assistants.

Information about this inspection

Inspector

Jill Pearce

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The childminder and the inspector carried out a joint observation in the toddler room.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults working in 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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