

Childminder report

Inspection date: 23 September 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is warm and friendly. Children respond positively to her attentive and affectionate interaction and settle easily into her home. Children develop a close bond with the childminder. This helps them to feel secure and confident. The childminder knows the children she cares for very well. She makes plans for the day based on children's interests, what is happening in the area and how children are feeling. Children have plenty of space indoors and in the garden to explore. They enjoy a range of experiences and opportunities to learn about their community. The childminder has a good knowledge of the early years curriculum. She makes good use of activities and amenities in the local area. Children visit local parks, playgroups and events. The childminder engages children in ongoing conversation throughout the day. Children get plenty of time to think about questions and respond. They express their thoughts and ideas confidently. This supports children's early language development and communication. The childminder gives clear simple instructions to children. This helps them to understand how to stay safe. For example, when climbing stairs or crossing the road, the childminder asks children to tell her how they will stay safe. The childminder has high expectations of children's behaviour. All children know the rules of the home, which include sharing and helping. This supports positive interaction between varied groups of children at different times.

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

- The childminder enjoys her work. She sits with children as they play and shows great interest in their activities and conversation. The childminder encourages children to try new skills and have a go at challenging tasks. Children are calm and comfortable in the learning environment. This helps them to become confident learners.
- Children have access to a range of books. The childminder uses storytelling effectively to introduce children to a broad range of subjects and concepts. She helps children to make links between the books they read and their play. For example, after reading a book about 'people who help us', children use language related to accidents and visiting the doctor in their play.
- The childminder knows what children like and what they can do. She uses children's interests and her knowledge of the curriculum to extend their learning. For example, the childminder skilfully asks questions about colours and shapes during a shopping game. Children and the childminder count together while they play. This boosts children's understanding of mathematical concepts and numeracy.
- Children show good concentration as they engage with activities. The childminder observes children as they play. She supports their learning with skilled questioning. Children demonstrate a good range of vocabulary when they

express their thoughts. They speak confidently and clearly.

- Parents comment on the childminder's communication abilities. They appreciate that she always makes time to discuss their children and share photographs with them. Parents of the youngest children comment on the warmth and love their children receive while in the childminder's care. Parents appreciate the clear rules she has to help children behave well.
- The childminder is responsive to children's interests. For example, one child arrived in a 'jump suit' and said she wanted to 'jump all day'. The childminder changed her plans and took the child to a friend's house where they could use a trampoline. The child remembers this fondly and recalls the experience.
- Children have opportunities to go on special trips and outings during school holidays. They go to the theatre, the city and cultural events, and travel on buses. The childminder uses these opportunities to extend children's understanding of the world.
- The childminder considers her professional development regularly. She has identified a gap in her knowledge around recent best practice to support children with special educational needs and/or disabilities (SEND). She is researching training opportunities to address this.
- Children learn to manage their own self-care. They wash their hands before meals and after using the toilet, and learn to put on their own coats and shoes to play outside. The childminder makes a range of home-cooked meals that are healthy and nutritious. However, she sometimes misses the opportunity to discuss healthy eating with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children who may be at risk of harm. She knows the relevant agencies to contact should she have any concerns about the welfare of a child. She knows the procedure to follow if any allegations or concerns are raised. The childminder maintains her knowledge in child protection and first aid by attending appropriate training. She maintains the indoor and outdoor environments to a high standard to ensure they are safe and clean 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:

- identify opportunities for training and professional development to increase knowledge and confidence around supporting children with SEND.
- make the most of all opportunities to promote children's understanding of healthy eating, in particular during mealtimes.

Setting details

Unique reference number	140012
Local authority	Lambeth
Inspection number	10064056
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 January 2016

Information about this early years setting

The childminder registered in 1996 and lives in Upper Norwood, in the London Borough of Lambeth. She has a level 2 qualification in childcare. The childminder operates for most of the year, Monday to Friday, from 8am to 6pm.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The inspector held discussions with the childminder and looked at relevant documentation, including about the suitability of persons living in the household.
- Parents are provided with written feedback and the inspector took account of their views.
- The inspector spoke to children and observed their activities throughout the inspection.
- The childminder and the inspector carried out a joint observation of a learning activity.
- The inspector and childminder completed a learning walk together to discuss how the environment supports the early years curriculum.

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 2019