

Childminder report

Inspection date:

27 January 2020

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children feel confident in the childminder's care. They respond positively to her enthusiastic approach and listen well. Children learn to share and take turns as they participate in games and small-group activities. They happily join in singing. Children behave well. However, at times, children are not consistently supported to develop their independence as well as possible. They are not given enough opportunities to extend their self-help skills. For example, children are not encouraged to have a go at wiping their own nose. Younger children learn to assert themselves. They build their confidence to express their opinions and ideas not only to the childminder but to each other. The childminder uses children's interests well to support them to develop their knowledge and skills. Children thoroughly enjoy playing with dolls, pots and pans, creating imaginary meals and games. They enjoy outings with the childminder to a range of activities in the community. Children develop close bonds with the childminder and other children. They are respectful of each other and learn to say 'please' and 'thank you'. Although children's safety is promoted, the childminder does not ensure that her paediatric first-aid qualification is constantly in date.

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

- The childminder has not renewed her paediatric first-aid training, which means she does not hold a current certificate. However, the childminder demonstrates a clear understanding of how to manage minor accidents and how to assess more serious injuries that require medical treatment.
- Parents report their satisfaction with the care and experiences the childminder provides for their children. They appreciate the effective communication that helps them to know what their children are doing each day with the childminder. They also enjoy hearing about what they can do at home to support their children's learning. The childminder provides parents with support and guidance, for example, with potty training. She discusses children's changing needs and routines. Together, parents and the childminder agree the next steps in children's learning and decide on appropriate strategies to help children make progress.
- The childminder assesses children's progress effectively. She makes good use of information from parents and her own observations. This helps her decide what children know and what they might benefit from learning next. The childminder uses her good understanding of children when teaching. She asks questions and gives verbal guidance that helps children to find ways to solve problems for themselves.
- Children gain good speaking and listening skills. For example, they engage in singing and stories with the childminder. Children join in with words and phrases they know such as 'send it back', 'too big' and 'too fierce'. The childminder

follows children's interests, helping to support their focus and attention. She routinely asks the children what they would like to do. However, at times, the childminder does not use opportunities to encourage children to carry out simple task for themselves, such as washing and drying their hands.

- The childminder provides a wide range of books that help children to understand and make sense of changes in their lives, for instance when they begin toilet training or are ready to move to school. These help her to support children's understanding and their emotional well-being and build their confidence.
- Children learn about animals and their sounds, which they talk about and identify by looking at books. They have many opportunities to develop their dexterity, such as when drawing. However, children are not supported to count and to understand amounts.
- The childminder gives clear guidance to children about what they should do, which supports their behaviour. This helps them to feel secure, understand expectations and keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of how to reduce the risks to which children may be exposed. She is knowledgeable about the possible indicators of abuse and has an effective understanding of wider safeguarding issues. The childminder reviews her policies and practices with precision. She is very vigilant and ensures that her environment and outings are safe for children. The childminder attends training to refresh her knowledge, which alerts her to any changes in childcare guidance. She provides a very safe and secure provision for children, which promotes their welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
obtain and maintain a valid paediatric first-aid qualification to ensure children's well-being.	28/02/2020

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

- help children to build on their concept of numbers and counting
- use opportunities more consistently to help enhance children's independence.

Setting details

Unique reference number	EY428402
Local authority	Lambeth
Inspection number	10060904
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 March 2015

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Lambeth. The childminder is available for work Monday to Friday from 7.30am until 6pm all year round. She has a level 3 qualification in childcare and holds early years professional status.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector completed a learning walk of the environment with the childminder.

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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