

# Childminder report

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Inspection date:

5 April 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are very happy and eager to arrive. They receive superb encouragement from this sensitive and caring childminder to say goodbye to parents. This shows that children are emotionally secure and feel safe. Young children excitedly recognise their individual coat pegs and pictures. They willingly hang up coats and independently take off their shoes to further promote a sense of belonging and their self-help skills. Children very quickly settle and engage in a wide range of challenging experiences to help support their learning.

Children benefit greatly from many excellent opportunities to promote their communication and language skills. Children keenly choose favourite stories. They listen intently to a wide range of stories that the childminder enthusiastically reads to them, including stories about a hungry caterpillar and a shark in a park. Children excitedly choose props and successfully match them to pictures in story books. Older children enthusiastically ask to visit a butterfly house at a favourite museum that they frequently visit to help extend their learning to a very high level.

Children are extremely motivated learners. They eagerly choose from superb experiences that the childminder expertly considers to consistently extend their learning. Children concentrate as they carefully scoop sand with a toy digger and show curiosity when they see what happens as they mix sand and soil together. Children behave excellently, and the childminder has extremely high expectations for all children. She is consistent in her approach and uses a variety of methods to help promote positive behaviour.

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

- The childminder regularly reflects on all aspects of the childcare she provides. This has a positive impact on the quality of teaching and learning. The childminder frequently accesses online training, such as to promote healthy early years. Following this training, the childminder encourages healthy habits to the highest level. The childminder works superbly in partnership with parents to help promote children's oral hygiene and to continue learning at home. Parents enthusiastically talk about how this has successfully helped children to brush their teeth well.
- Parents speak very highly of the childminder. They welcome and appreciate the high levels of communication, such as daily in-depth emails to share important information, daily activities, and outings.
- The childminder is an outstanding role model. She consistently encourages all children to be independent from a very young age. Children are encouraged to put on their coats and shoes when they go outdoors. Children are supported excellently to wash their hands thoroughly at appropriate times, and the

youngest children wash their hands after each nappy change with the childminder. This consistently teaches all children about the importance of good hygiene practice from a very young age and reduces the spread of infection.

- Diversity and community are fully embedded in the childminder's outstanding curriculum. Children benefit greatly from these excellent opportunities. This also helps to enhance the experiences for all children and to help give them the best possible start to their early education. They visit local restaurants to sample traditional meals and enjoy experiences and exhibitions during visits to the museum. Children enjoy daily outings to local parks, toddler groups, farms and trips to London. They are very well prepared for life in modern Britain.
- The childminder provides excellent opportunities to further support children's keenness to learn. Children are extremely confident and self-motivated from an early age. Older children keenly ask the childminder to copy pictures on a photocopier; younger children ask to look at animated stories on a computer to further support the use of technology and skills. Children excitedly ask to play outdoors, which benefits those children who prefer to play and learn outdoors.
- Children show high levels of perseverance from an early age. They show delight when they complete a detailed number puzzle, and the youngest children make excellent attempts to serve themselves during mealtimes. The childminder consistently praises children to further promote their self-esteem and sense of achievement.
- The childminder expertly and consistently follows children's lead during their play and learning. She capably stimulates children's interests, such as a love of books. The childminder consistently responds sensitively. Her calm approach and interactions help all children to make rapid progress from when they first start and prepare them superbly for the next stages in their learning and when they move on to school.
- The childminder's excellent knowledge of child development enables her to very swiftly identify those children who may have gaps in their learning. She engages exceptionally well with parents and other professionals to ensure children rapidly catch up and achieve their full potential.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge and understanding of her safeguarding responsibility. She regularly accesses safeguarding and child protection training to keep her very good knowledge updated. The childminder understands her role to tackle extreme views and beliefs and identify signs of possible abuse and neglect. She has a sound knowledge of the correct procedure to raise any concerns about a child's safety and welfare, such as the local safeguarding partnership. The childminder recognises the importance of completing daily safety checks of her home, garden and outings to help keep children safe.

## Setting details

<b>Unique reference number</b>	140040
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10138082
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	7 October 2015

## Information about this early years setting

The childminder registered in 2000 and lives in West Norwood, in the London borough of Lambeth. The childminder offers care Monday to Wednesday from 8am until 6pm. The childminder has an early years qualification at level 3.

## Information about this inspection

### Inspector

Jane Morgan

### Inspection activities

- This was the first routine inspection the provider 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 setting.
- The inspector gained the views of parents.
- The inspector completed a learning walk with the childminder to gain an understanding of the childminder's curriculum intent.
- The inspector observed children and the childminder taking in part in a range of activities and assessed the impact on children's learning and development. The childminder and the inspector reflected on learning experiences for children.
- A range of documents were viewed by the inspector, including public liability insurance and paediatric first-aid qualification.
- A tour of the premises used for the purpose of childminding was completed by the inspector and 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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