

Childminder report

Inspection date: 30 June 2022

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 confident and happy. They have warm relationships with the childminder. The childminder is attentive to children's individual needs, which helps them to feel secure and settled. She values each child highly and has high expectations of children.

Children have a good understanding of the world. For instance, the childminder teaches children about different minibeasts and explains how they live. Children learn how things grow and where food comes from, for example, by planting and growing vegetables with the childminder. Children have growing independence skills. For example, they select toys of their choice and help to tidy them away. The childminder supports younger children to learn to feed themselves. Children learn about difference. For instance, they learn to respect difference as the childminder reads them stories about different family compositions. She provides dolls representing different physical abilities and children learn to accept and respect people who have disabilities. The childminder works to understand children's behaviour and offers positive solutions. She is calm and consistent in her approach, as a result, children behave well. Children have healthy routines, such as regular nutritious meals and snacks and fresh drinking water.

The curriculum is stimulating. Children gain effective skills in preparation for school.

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

- The childminder gives children a wide choice of different, interesting activities covering all areas of learning. She keeps track of children's development to ensure they have the right challenges. Children make good progress.
- Children gain good physical skills. For example, the childminder regularly takes children to soft-play centres and to local parks where they practise a variety of skills, such as rolling, climbing and balancing. Children gain good small-muscle control. For instance, they use different-sized scoops to fill large and small pots with sand. They concentrate well and use good skills. This supports children's physical development.
- Children learn to understand their emotions. For example, the childminder sings songs about different feelings to help children to learn about them. She talks to children about the different feelings they have. This supports children's understanding of themselves and others.
- Children learn to share and to take turns well. For instance, they take turns to roll the ball as they play a game of skittles with the childminder. Children develop good social skills, for example, as they take part in pretend games and take on different roles and share resources.
- Children develop good early mathematical skills. For instance, they learn to

count objects as they play. The childminder teaches them mathematical vocabulary, such as big, small, half, full. She sings number songs and rhymes to support this area further.

- Children develop good creative skills. For example, they enjoy making different sounds as they play with musical instruments. Children explore different textures, such as sand, water and soil. They use paint, chalk and crayons to make pictures. This supports their creative development well.
- The childminder has good working partnerships with parents. She uses different ways to keep parents informed of children's progress, such as text messages and daily conversations. The childminder offers ideas to parents on how to support children's learning at home.
- The childminder keeps her skills and knowledge up to date. For instance, she has attended various courses, including a course on inclusion and diversity which has led to improvements in this area.
- The childminder teaches children good communication, language and literacy skills. She reads a range of interesting books to children, including interactive stories which children enjoy. The childminder sings different actions songs and rhymes to children where they learn new words. This supports their communication, literacy and language development.
- Overall, the childminder has begun to help children to learn about good oral hygiene. However, this has not been fully developed to support children's awareness in this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high importance on children's safety. She has good awareness of the signs that a child could be at risk to abuse. The childminder fully understands how to report her concerns and knows the procedures to follow to keep children safe. The childminder has good knowledge of possible indicators that a child could be at risk of extreme ideas or behaviours. She has full understanding of the relevant agencies to report her concerns to. The childminder maintains a safe and clean home to protect children from risk of accidents or illness.

What does the setting need to do to improve?

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

- consider more ways to develop children's understanding of good oral hygiene more fully.

Setting details

Unique reference number	EY474433
Local authority	Lambeth
Inspection number	10231866
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Kennington in the London Borough of Lambeth. The childminder provides care for children from Monday to Friday from 8am to 6pm all year round except on public bank holidays. She accepts funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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