

Childminder report

Inspection date: 11 August 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 happy, secure and confident in this organised and stimulating home. The childminder interacts with children warmly by, for instance, using a gentle tone of voice and lots of eye contact. Children have strong, close relationships with the childminder. She has high expectations of them. The childminder shares group rules with children and uses praise to encourage positive behaviour. Children behave well and develop positive attitudes to their learning.

The curriculum is rich and broad. Children are prepared well for school and make good progress in their learning. Children develop good mathematical skills. For instance, the childminder counts bricks with the children as they build models. She sings number songs and rhymes and teaches children all about different shapes. Children gain good physical skills. The childminder ensures that children have lots of opportunities to practise their balancing and climbing skills on frames at the local park. She develops children's physical coordination skills by, for example, playing ball games. Children gain good small-muscle control as they paint and draw using different tools, such as paintbrushes and pencils.

Children learn to share and take turns successfully. The childminder explains the need to share toys and resources to children, and pictures of, for example, children sharing are displayed in the home to support their understanding further.

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

- The childminder teaches children about difference effectively. For example, she reads a story about people from the Caribbean who travelled on the HMT Empire Windrush and how they have contributed to the British economy. The childminder creates a role-play situation, and children participate well in the story. They show good understanding of the event. The childminder also discusses special religious or cultural occasions with children.
- The childminder supports children's communication, language and literacy skills successfully. For instance, she talks to children throughout the day and models good sentence structure. The childminder listens attentively to children and questions them effectively to develop their language skills. She reads a wide range of stories and sings songs and rhymes to help children learn new words.
- The childminder helps children to gain good creative skills. For example, they make pretend travel tickets by cutting out shapes and decorating them with different tools and materials. Children make their own pictures using paint, crayons, chalk and pencils.
- Children gain good independence skills. They use and dispose of tissues used to wipe their own noses. The childminder teaches children how to put on and take off their coats and shoes.

- Children behave in safe ways. For example, the childminder teaches children how to use the stairs with care and caution. She teaches them how to act safely when they out on trips.
- Children learn about different feelings. The childminder uses stories to explore diverse feelings to deepen children's understanding. She discusses how children are feeling each day.
- The childminder works well with parents. She ensures that they are kept well informed of children's progress by providing daily verbal feedback. The childminder helps parents to support their children's learning by, for example, giving them books to share with their children.
- The childminder is committed to improving her skills. For instance, she has attended a course on the use of Makaton sign language. She meets with other childminders to discuss different activity ideas to support children's learning.
- The childminder considers all aspects of her practice and identifies ways to improve it. For example, she plans to attend a course to enhance children's creative skills further.
- Generally, the childminder helps children to understand the world. For instance, she talks to children about people who help us, such as doctors and dentists. However, she has not fully developed this area to support children's learning, particularly around changes in nature, such as how things grow.
- Overall, the childminder ensures that children have healthy routines, such as daily physical challenges, good oral hygiene and nutritious meals and snacks. However, she has not fully developed children's understanding of the value of eating well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her home, toys and resources safe and clean. She ensures that outdoor risk assessments are undertaken to reduce the risk of hazards. The childminder has good safeguarding knowledge and attends regular training to keep her knowledge up to date. She is aware of the possible indicators that might show that a child is at risk of abuse. The childminder knows the procedures to follow to report her concerns to protect children from harm.

What does the setting need to do to improve?

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

- strengthen children's understanding of the world further, particularly in relation to changes in nature, such as how things grow
- develop children's understanding of the value of eating well.

Setting details

Unique reference number	EY294640
Local authority	Lambeth
Inspection number	10301168
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 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2004. She lives in Denmark Hill, in the London Borough of Lambeth. The childminder provides care for children from Monday to Friday, 8am to 6pm, all year round, except for public holidays. She accepts funding for the provision of free early years education for children aged two, three and four years. The childminder holds a level 3 qualification in childcare.

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 childminder and has taken that into account in their evaluation of the setting.
- 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 childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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