

Childminder report

Inspection date: 8 February 2024

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

The childminder has high expectations of all children. She teaches children to make good choices. For example, she teaches children to wait for their turn and think about others. Children learn to think before they act and are kind to each other. The childminder teaches children the expectations in her home in a clear way. She checks that they understand her and praises them when they make the right choices. Children are proud of themselves. They behave well.

The childminder considers the needs and interests of all children. She plans ambitious activities that challenge all children to meet their developmental milestones. Children are eager to join in and do things for themselves. Toddlers feed themselves at the table with their friends. They put on their own coats and shoes. Children are happy and relaxed. They have positive attitudes to learning.

The childminder ensures that children are safe. She works hard to support children to identify risks and make the right choices. For example, children go on walks in the local area, and they explore the park, attend playgroup and go to the local cinema. They learn about road safety and potential hazards outside. Children are confident, and they feel safe in the childminder's care.

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

- The childminder plans a curriculum with a clear intent. She considers the individual needs of all children. The childminder teaches children a wide variety of ambitious new skills. She sequences her curriculum well. Children have plenty of time to practise their new skills. Children recognise their achievement as they gain confidence. All children are well prepared for the next stage of their education.
- The childminder finds out what children know and can do. She plans activities that support children to reach their next steps. She uses her knowledge of what the children enjoy to make learning fun. For example, she teaches the children to sort colours by using an active ball-pit game. Children feel excited and motivated to learn.
- The childminder understands that some children may have gaps in their learning. She works with external agencies to identify children who need additional support. Children with special educational needs and/or disabilities are well supported.
- Children's language skills are well supported. The childminder selects the new vocabulary that she wants to teach children. She uses a variety of strategies to introduce new words. For example, she sings a wide variety of songs to the children. The childminder uses stories and games to reinforce new language. Children hear new vocabulary and use it in their play. They are confident talkers,

who engage in back-and-forth conversations.

- Parent partnerships are strong. Parents report that children make excellent progress. For example, parents say that children develop early reading skills. They state that children learn new words and use them at home. Parents say that their children are well prepared for the next stage of their education.
- Overall, children persevere and try hard. However, the childminder has limited strategies to support children to keep going. On occasion, when children encounter difficulties, the childminder does not give positive encouragement. Children do not always develop resilience at the highest level.
- The childminder teaches the children about differences. She uses books and trips into the local community to talk to the children about other people. Children learn that all people are different and deserve respect. They learn tolerance and respect for others.
- Care practices are effective. The childminder is responsive to children's needs. She listens to them as they make choices about what they want. For example, the childminder asks the children what they want to eat for lunch. Children are able to express themselves. They feel listened to by the childminder. Children have high levels of self-esteem.
- The childminder is reflective of her practice. However, the professional development opportunities that she plans are not always closely linked to teaching. The childminder does not always learn new skills to apply to her teaching, to enhance children's achievements over time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop further strategies to support children when they encounter difficulties so that they can persevere at the highest level
- plan further professional development opportunities to help the quality of teaching to continue to develop over time.

Setting details

Unique reference number	EY312061
Local authority	Lambeth
Inspection number	10311810
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 April 2018

Information about this early years setting

The childminder registered in 2005. She lives in the London Borough of Lambeth. The childminder operates all year round, from 7am to 4pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector

Kate Daurge

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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
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E: enquiries@ofsted.gov.uk
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