

Childminder report

Inspection date:

6 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and nurturing environment that supports children's well-being. Children happily play together and build strong friendships. The childminder uses skilful questioning to encourage children to talk about their interests and experiences. Older children are able to engage in discussions and respond appropriately. Younger children use single words and are beginning to use phrases. Children have a good understanding of language, and demonstrate confident communication skills. They are friendly and their behaviour is good. Children have daily opportunities to play outdoors and engage in physical activities. Children squealed with delight as they chased bubbles in the garden. They said that, 'The bubbles are flying.' Children use simple sentences during their play. Children demonstrate that they are happy and settled in the environment. The childminder provides children with healthy nutritious meals and snacks, encouraging them to eat a variety of fruits and vegetables. The childminder promotes children's self-care skills and independence in a range of ways. For example, older children wash their hands before eating, and use the toilet with minimal adult support. Children develop strong attachments with the childminder and feel safe and secure in her care.

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

- The childminder interacts spontaneously with the children. They form close bonds with the childminder as they play together and sing popular nursery rhymes. During reading sessions, she reads several age-appropriate stories in an enjoyable and enthusiastic way, and supports children's participation effectively. Children's communication and language skills are supported well.
- Children choose the activities they want to participate in, and are keen to learn. For example, they built a model using wooden blocks and said that they were 'building a bridge'. This activity helps to develop children's creativity and imagination. The childminder praised their effort and achievements, which helped to boost their self-confidence. Children play well together as they share resources and take turns. Children are confident and have a good sense of belonging.
- The childminder provides a good balance of adult-led and child-initiated activities. Children are confident to engage with the activities. Occasionally, during some activities, the childminder does not utilise all opportunities to challenge and extend older children's mathematical skills.
- Parent partnerships are strong. The childminder gathers the views of parents, such as through the use of questionnaires. Parents receive daily feedback on their children's learning. Parents comment very positively, for instance, stating that they would 'absolutely recommend the childminder to a friend'.
- Children explore a wide range of toys and resources in the well-organised

environment. The childminder has a good relationship with the children and interacts with them well. However, the childminder does not always identify children's level of development, to see how to build on their good progress. Consequently, children's learning and development are not extended to the highest level.

- Children have a range of opportunities to learn about the natural world. The childminder encourages them to be curious and active learners, and to make decisions about what they want to do. For example, children put leftover food into their wormery, hold a worm gently and say, 'wriggly worm'. They are beginning to show care and concern for other living things.
- The childminder successfully embraces inclusion and diversity throughout her practice. She provides resources carefully to make sure they reflect positive images of diversity and the unique needs of every child and family. She attends specialist training and works with external agencies to ensure that she is well-equipped with the knowledge and skills to support children through bereavement, or with special educational needs and/or disabilities. Children make good progress during their time with the childminder.
- The childminder provides children with opportunities to participate in activities in their local and wider community. She takes them on regular outings to local parks, libraries, farms and the zoo. This helps children to develop an understanding of their own uniqueness and to value the similarities and differences between themselves and others. Children have good social skills and are kind and respectful to one another.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is robust. She demonstrates a good understanding of possible signs of abuse and knows how to protect children, should their welfare be at risk. The childminder understands the importance of reporting concerns and following advice from other professionals in the event of an allegation being made against herself or a member of her household. She regularly completes her mandatory training in first aid and safeguarding, and on wider safeguarding issues. The childminder assesses risks to children in her home and on outings to ensure that they are safe and secure in her care.

What does the setting need to do to improve?

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

- consistently identify children's individual levels and use this information to enhance their learning and development to the highest level
- extend and build on opportunities to challenge older children's mathematical skills in order to enable them to make the best possible progress.

Setting details

Unique reference number	151465
Local authority	Greenwich
Inspection number	10137919
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder registered in 2001. She lives in Eltham, in the London Borough of Greenwich. The childminder offers childcare from Tuesday to Thursday, from 7.30am to 6pm, all year round, excluding bank holidays and family holidays. She accepts funding for children aged two, three and four years.

Information about this inspection

Inspector

Yemi Afolabi

Inspection activities

- The inspector viewed all areas of the premises used for childminding. She carried out a learning walk with the childminder to find out how she organises the early years foundation stage curriculum.
- Discussions were held with children and the childminder at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector evaluated a planned activity with the childminder and discussed the impact of this on children's learning.
- The inspector looked at children's records, policies and procedures, and evidence of the suitability of the childminder and other adults living in the household to work with children.

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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