

Childminder report

Inspection date: 27 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have close, affectionate bonds with the kind and caring childminder. They enjoy the childminder's praise, which helps to promote their self-esteem and supports them to become confident learners. Children develop their communication, language and literacy skills very well. The childminder encourages them to repeat new words from books they share. Children make progress through the childminder's planned curriculum, including those children with special educational needs and/or disabilities. They show that they feel safe and secure in the childminder's warm and caring environment.

Children confidently explore a broad range of toys and activities. The childminder clearly knows what children enjoy and makes good use of their interests to engage them in learning. For example, she thoughtfully provides animals in the sand for children to play imaginatively. As they play, the childminder skilfully introduces new vocabulary, promotes conversations and encourages children to count. Children are encouraged and supported well by the childminder. They behave well and develop good communication skills. Children progress well in all areas of learning. This helps them to be ready for their next stage of education, including school.

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

- The childminder models language clearly to promote young children's speech and communication skills. Children look forward to sharing favourite stories from a young age. They develop a love of books, songs and rhymes, which the childminder embeds across the curriculum. Children sit closely with the childminder and listen to stories. They demonstrate a keen interest in reading. Children are very familiar with stories and recall them as they play. For example, young children match animal sounds to a story about a zoo.
- Children develop well in their learning. The childminder plays alongside children and expertly adapts activities to engage them further in their learning. However, at times, she does not allow children to make their own decisions about their play and learning. For instance, on occasions, she makes suggestions on what the children should do and how to use resources.
- Children have good opportunities to develop a healthy lifestyle and extend their physical skills. For example, they enjoy bouncing on the trampoline and using ride-on toys in the garden. The childminder encourages children to develop their fine-motor skills as they make marks with paint. She encourages children to have a healthy diet and offers them fruit and vegetables for their snack.
- Children learn about the wider world. For instance, the childminder takes children to the local stables to see the horses, to support what children have learned about animals. Children enjoy learning about how things grow as they plant and care for herbs growing in the garden.

- Children develop their independence and a sense of responsibility. For example, the childminder encourages them to navigate the steps in the garden on their own and understand the importance of regular hand washing. Children tidy up the toys and help each other.
- The childminder knows the children well. She observes their interests and plans activities to support their next steps in learning. However, at times, she does not use the information she gathers from her assessments to make sure that any gaps in children's development are targeted and gaps close quickly.
- Partnership with parents is good. Parents speak highly about how the childminder supports their child's development. Parents provide information about their child's learning at home and are kept updated on their children's progress. The childminder works closely with parents to extend children's learning at home. She provides ideas to ensure continuous learning for children. For example, the childminder has organised a lending library for parents to borrow resources to support children to develop skills they are practising at the setting.
- The childminder includes the views of children and parents when evaluating her provision. However, she does not plan her professional development closely enough to her evaluations of practice, to help raise the quality of education to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder risk assesses the environment to meet children's needs and offers age-appropriate challenge, for example, young children manage steps into the garden independently. The premises are safe and secure. The childminder has a secure knowledge of her safeguarding responsibilities. She has attended all relevant training. The childminder continues to gain advice to keep her knowledge up to date. She regularly reviews her policies to ensure that they are up to date. The childminder is alert to the possible signs of abuse and neglect, as well as the wider aspects of safeguarding. She knows the correct procedure to follow should she have concerns about a child's welfare. The childminder understands the steps to take if an allegation is made against herself or a family member.

What does the setting need to do to improve?

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

- ensure that children are given opportunities to make their own decisions regarding their play and learning
- use the information gathered from observations and assessments to make sure that any gaps in children's development are targeted effectively and support is given quickly

- use self-evaluation to identify suitable professional development opportunities, to enhance the quality of education further.

Setting details

Unique reference number	2511366
Local authority	Greenwich
Inspection number	10191777
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Plumstead in the Royal Borough of Greenwich. She operates all year round, Monday to Friday, from 8am to 6pm, except for family holidays. The childminder holds a childcare qualification at level 5. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the childminder completed a learning walk together to allow the childminder to explain how she organises the early years provision for the children in her care.
- The inspector observed activities and the childminder's interaction with the children.
- The inspector observed a focus activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector met with parents to gather their views.
- A sample of documentation was viewed by the inspector, including the childminder's suitability and policies.

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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