

Childminder report

Inspection date: 25 May 2022

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 are content and secure. The childminder values each child highly. She takes time to settle children in by getting to know them, their interests and home routines. The childminder provides activities and routines that children enjoy. They settle well. Children have warm, happy relationships with the childminder.

Children learn to share and to take turns, for example, by playing simple ball games with the childminder. They develop skills to do things for themselves. For instance, they select toys and resources of their own choice. Children learn to put on and take off their shoes and coats. They learn to respect themselves and others from different races and cultures. For example, the childminder sings songs from around the world and prepares international meals for children to try. She talks about and celebrates special events in cultural or religious calendars. Children act in positive ways. The childminder is gentle and fair in the way she manages children's behaviour. She shares her expectations with children and explains why some behaviour is not acceptable. The childminder has high expectations of each child.

The curriculum is wide and varied and children learn useful skills in preparation for school.

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

- The childminder provides a good range of stimulating activities covering areas of learning. She observes children closely to make sure that tasks are suitably challenging. Children make good progress.
- Children have good opportunities to develop their creative skills. For example, they play different musical instruments and learn the sounds they make. Children make marks on paper using crayons and pencils. They enjoy exploring textures of different materials. This supports their creative development effectively.
- Children learn about different emotions. For example, the childminder sings songs about emotions and reads stories where children learn the names of different feelings. This helps children to gain understanding of their emotions and promotes their well-being.
- The childminder teaches children good early mathematical skills. For instance, she sings number songs and rhymes to help children to get familiar with numbers. She helps them to count securely, for example, as they play with bricks. The childminder teaches children the names of different shapes they see around them. This supports children's early mathematical development.
- The childminder works well with parents. She gives parents daily feedback on children's progress and suggests ways that they can support children's learning

at home.

- The childminder is keen to keep her skills and knowledge up to date. For instance, she has attended a range of courses. This includes a course on supporting children's speech and language development, which has begun to make improvements in this area.
- The childminder supports children's physical development well. For example, they enjoy learning to roll around in a ball pool and learn to crawl through tunnels. The childminder takes children to the park each day where they practise a range of skills, such as running, balancing and climbing. Children develop small-muscle control in a range of ways, including drawing and painting where they learn to hold and control crayons and paintbrushes.
- The childminder helps to develop children's musical expression. For instance, she provides a range of instruments for children to use. They explore different sounds and the childminder teaches them names of the instruments.
- Overall, the childminder supports children's communication, language and literacy skills. For instance, she reads a variety of books to children and sings different songs and rhymes. This helps children to learn new words. However, at times the childminder does not give children time to think and respond to questions to support their language and thinking skills.
- Overall, the childminder helps children to gain some understanding of the world. However, she has not fully developed their understanding in this area, particularly how things grow.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives full attention to children's safety. She is vigilant to any signs that a child could be at risk of abuse. The childminder knows how to identify and report concerns to protect children from harm. The childminder is aware of the signs and symptoms that could suggest that a child could be at risk of extreme ideas or behaviours. She knows how to report her concerns to the relevant agencies to protect children from harm. She keeps her home safe and clean. The childminder carries out daily checks covering all areas in her home to reduce the risk of hazards.

What does the setting need to do to improve?

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

- give children more time to think and respond to develop their language and thinking skills further
- develop children's understanding of the world further, particularly how things grow.

Setting details

Unique reference number	2513824
Local authority	Greenwich
Inspection number	10221437
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	7
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Abbey Wood in the London Borough of Greenwich. The childminder provides care for children from Monday to Friday, 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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