

Childminder report

Inspection date: 22 June 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 show that they are happy, relaxed and secure in this extremely welcoming and nurturing environment. They form strong relationships with the childminder and each other. The childminder has high expectations for children's learning and behaviour, and children respond positively to this. They listen attentively to each other, show kindness and cooperate extremely well. This creates a wonderful atmosphere for children to learn and play.

Children show curiosity and enthusiasm when learning about minibeads. For instance, they have opportunities to observe caterpillars transform into butterflies and learn about the different stages of this life cycle. They also enjoy making a bug house from pine cones, leaves and soil. This helps to support their creativity and growing understanding of the wider world. In addition, children have fun exploring cars and discuss the different colours, models and numbers, which helps to foster their mathematical knowledge. Children also show good engagement, imagination and writing skills when making cards. They express their ideas and intentions with confidence and show pride in their creations. Furthermore, children show good problem-solving and reasoning skills when exploring puzzles such as 'The Very Hungry Caterpillar'.

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

- The experienced and knowledgeable childminder has a good understanding of how children learn and develop. She plans a variety of educational and stimulating experiences that children enjoy. Children freely choose what to engage with. They benefit from a good balance of social interaction, relaxation and learning that complements their education at school. As a result, children show good levels of engagement and enjoyment during their time at the setting.
- The childminder monitors children's development effectively. She identifies gaps in their learning and successfully plans activities and experiences to build on their knowledge and skills. As a result, children are making good progress.
- Children's literacy development is fostered extremely well. For instance, children have frequent opportunities to read stories and to draw and write. They often vote on what story to read. Older children speak enthusiastically about reading chapter books together, such as 'James and the Giant Peach'. This helps them to develop a love of storytelling.
- Partnerships with parents are well established. For example, the childminder exchanges information about the children's interests and achievements. Parents express very high levels of appreciation. Their written feedback states that the children enjoy attending, the childminder is kind and caring and they can see positive progress in their children.
- Children show high levels of emotional well-being. The childminder successfully

acknowledges their efforts and gives frequent praise and encouragement. This helps children to develop confidence and a positive view of themselves.

- Children have excellent opportunities to play outdoors and learn about nature. This is evident when they attend frequent forest school sessions and collect petals to make perfume. This supports them to be active and benefit from regular fresh air, which supports their overall health.
- The childminder regularly seeks parents' and children's views to reflect on and enhance her practice. She shows commitment to keeping her professional development up to date. This supports her to deliver a high-quality service to children and families.
- The quality of education is good. Children benefit from positive levels of discussion and support when they learn. However, the childminder does not always challenge their thinking skills and learning to the very highest level.
- Children have good opportunities to learn about different backgrounds and diversity. For example, the childminder has a monthly subscription and gets sent a variety of books about different children's lives from around the world. This supports children to develop a good understanding of what makes them unique and to develop respectful attitudes about others' lives that are different to their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. For instance, she keeps her knowledge up to date and understands how to identify possible signs and symptoms that may indicate a child is at risk of harm. She also understands the importance of recording and reporting any concerns swiftly. The childminder attends paediatric first-aid training. This helps her to have up-to-date knowledge of how to respond during a medical emergency if one was to arise. The childminder also carries out risk assessments of her home and garden to help to reduce any accidents and hazards.

What does the setting need to do to improve?

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

- extend opportunities to support children to develop their thinking skills even further and receive the very highest level of challenge in their learning.

Setting details

Unique reference number	2526713
Local authority	Greenwich
Inspection number	10208315
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	3 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Eltham, in the Royal Borough of Greenwich. The childminder offers care to children each weekday throughout most of the year, from 7.30am until 6pm. She has a relevant early years qualification.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector and the childminder completed a learning walk to discuss the learning intentions for children.
- The inspector carried out a number of observations and assessed the quality of education.
- The inspector took the children's views into account and the written feedback of parents during the inspection.
- A range of documents were viewed, included suitability information for members of the household and a range of training certificates.

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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