

Childminder report

Inspection date:

23 September 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

The childminder provides a welcoming and homely atmosphere. Children feel safe and secure. They receive hugs and cuddles and settle quickly. They freely access resources that support their interests. Children enjoy leading their own play and joining activities planned by the childminder. For instance, they take great delight getting ready for the 'dance and freeze' sessions. Children help pack away to make space ready to dance to the music and move around. They behave well. The childminder has high expectations for all children. Children listen and follow the instructions of the teacher as they hop, skip, slide and freeze. They are learning about their bodies and developing their physical skills.

Children are encouraged to develop their independence skills. For instance, they choose what they would like at mealtimes. Children manage tools and are able to spread their own toppings. They enjoy a wide range of healthy fruit and vegetables. They comment that 'they really like carrots'. The childminder encourages children to develop their mathematical skills. For instance, children recognise mathematical symbols and use their paint brushes to write numbers. They receive lots of positive praise when they add and subtract. All children, including those who receive additional funding, make good progress in their learning.

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

- The childminder supports children's communication and language skills. For instance, the childminder uses the story of goldilocks to discuss different types of hair people have. However, resources are limited that reflect their community and the wider world. This would also give children opportunities to explore similarities and differences.
- The childminder shares books with children and encourages them to identify what they can see in the pages. Although books are available there are not a broad range of opportunities for children to see text with real meaning.
- The ambitious childminder gathers important information from parents about their child's care needs and dietary requirements. She uses information gathered from the 'all about me' packs to help plan menus and children's learning. The childminder works closely with parents to support children's individual needs. Partnerships with parents are good.
- The curriculum covers all areas of learning. Children enjoy activities within the home and outside. For instance, children have regular trips to the park and local shops. She considers further areas of development to enhance the curriculum. For instance, she plans to use the library and take children swimming. This will support children's physical and social skills.
- Children are highly motivated and eager learners. For example, when painting,

they look out of the window to see the colour of the clouds. Children talk about the clouds being 'grey'. They discuss the colours of the rainbow and what else they might see in the sky. Children develop their small muscles. This builds on their early writing skills. In addition, children are prepared for the next stage of their learning.

- The childminder skilfully teaches young children about life events. Children are encouraged to share what they have learnt from home and the news. The childminder sensitively helps children to express their thoughts and feelings about events, such as the recent death of the Queen. Children understand feelings, such as 'sad'. This helps to support children's emotional well-being. Their behaviour is good.
- The childminder provides a high-quality practice. She uses feedback from parents and her observations of children to help evaluate her setting. She completes mandatory training and plans to attend a course on autism. This enables her to continue to drive improvements forward.
- Children are developing their imagination and creative skills. They enjoy painting at the easel using different-sized brushes. Children explore their own ideas and eagerly describe their artwork. Children are very proud of their efforts.
- The childminder observes children and carries out regular assessments to identify any gaps in their learning. She discusses children's progress with parents. Parents appreciate the activities and progress their children are making. They receive daily photographs and videos about the children's day. This helps to strengthen and build on children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She recognises signs and symptoms of abuse, such as female genital mutilation. The childminder is aware of the action to take if she is concerned about a child's welfare. For example, making referrals to the local authority or police. The childminder takes effective steps to ensure that adults remain suitable. She knows the steps to take if an allegation is made about adults. The childminder carries out regular risk assessments to ensure that the environment is safe for children. She encourages children to tidy up after themselves.

What does the setting need to do to improve?

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

- increase resources and opportunities to enhance children's learning and understanding of equality and diversity
- place more emphasis on developing children's interest in literacy and books to help them begin to understand that print carries meaning.

Setting details

Unique reference number	2554237
Local authority	Greenwich
Inspection number	10232065
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	6
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 Plumstead, South London. She works Monday to Friday, 6am to 6pm, all year round. The childminder holds a relevant level 3 childcare qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

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 provider.
- The childminder and the inspector completed a learning walk together. They discussed the curriculum and what it is that the childminder wants children to learn.
- The inspector spoke to children during the inspection and read feedback from parents.
- The inspector observed interactions between the childminder and children present.
- Relevant documentation was sampled during the inspection.
- A joint evaluation of children's play and learning was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder at appropriate times 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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