

Childminder report

Inspection date: 14 July 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 settled, confident and happy. They are eager to join in with the interesting activities that the childminder carefully plans for them. For instance, children are excited to play among the water sprays of a splash activity mat. They talk about how to be safe when playing with water. They go on to talk about what can be found in water and enjoy finding boats to explore how they float. Children enjoy making patterns in unique ways. For example, they make pictures on the fences, using water and paintbrushes.

Children have a positive attitude towards their learning. They are independent and try hard to complete their own tasks before asking for support. Children learn about the benefits of healthy lifestyles. They talk about the importance of washing away the bad germs from their hands before mealtimes. Children learn about the benefits of brushing their teeth to keep them healthy and clean. All children have good opportunities to develop their physical skills and learn to move in different ways. They confidently use more challenging equipment. For example, they ride on a push-along car and go up and down a plastic roller coaster track while maintaining their balance.

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

- The childminder and her assistants get to know children well. This includes their individual personalities and what makes them unique. They establish secure and trusting relationships with children. Children have a good sense of belonging and positive levels of well-being. For example, they enjoy the company of the childminder and her assistants and are content when they are in their presence.
- The childminder has a good understanding of all areas of learning. She includes children's ideas and suggestions in the activity plans. She fully understands what children like and dislike. This enables her to help keep children engaged in their learning opportunities. Children of all ages make good progress, including those who speak English as an additional language.
- Overall, children behave well. For instance, they are polite and share and take turns maturely. Children listen to the childminder and her assistants and follow their instructions. However, at times, children are simply told 'stop' or 'no, do not do that please,' when addressing a certain action, such as putting a toy in their mouth. Therefore, the childminder and her assistants do not consistently provide clear explanations to children to help them fully understand what is expected of them.
- The childminder establishes positive relationships with parents. She keeps them fully involved in and informed about their children's learning. For example, she speaks to parents daily about what their children have achieved and what they have enjoyed doing.

- The childminder and her assistants evaluate their practice effectively. They have daily discussions to talk about how well they have engaged children in their learning experiences. They use their findings to support their practice.
- The childminder closely monitors the consistency of the good-quality care and teaching that she and her assistants provide. For instance, they observe each other interact with children. They provide each other with constructive and helpful feedback, which they use to support their future performance.
- The childminder is proactive in continuing to keep her skills and knowledge up to date and build on them further. She carries out regular independent reading and research, which helps her to implement new activity ideas in the setting. The childminder attends beneficial training. For example, she has recently learned about the different ways to help children develop secure relationships.
- Overall, the childminder makes a good effort to ensure her practice is diverse and inclusive. However, she does not consistently provide children with more extensive opportunities to learn about other people's similarities and differences outside of their own. For instance, the childminder is more confident to teach children about festivals that are more familiar to her.
- The childminder and her assistants encourage children to develop good communication skills. Children are confident to share what they are thinking. For example, they tell each other about their ideas as they play with enthusiasm.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure and confident understanding of safeguarding and child protection. They know what to be vigilant for with regards to what may indicate signs of abuse. They know who to contact to seek advice and how to follow up any potential issues. This includes knowing how to manage any allegations raised against themselves. The childminder completes thorough risk assessments, including teaching children how to be respectful and play safely around the family's friendly dogs. Children learn how to keep themselves and others safe. For example, they talk about how to cross the road safely when out on regular walks.

What does the setting need to do to improve?

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

- provide children with clearer explanations so that they fully understand why they are being asked to stop a particular behaviour
- extend children's knowledge and understanding of other people's similarities and differences outside of their own communities and experiences even further.

Setting details

Unique reference number	2569737
Local authority	Greenwich
Inspection number	10239388
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	1 to 4
Total number of places	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She is located in Eltham, in Greenwich, London. The childminder cares for children Monday to Friday, from 8am to 6pm, all year around. The childminder holds a relevant early years qualification at level 3. She works closely with two assistants. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Kelly Hawkins

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 carried out a learning walk with the childminder. The inspector assessed the impact of the quality of the childminder's interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistants and children at convenient times and considered their views.

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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