

Childminder report

Inspection date: 30 November 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 within this homely setting display high levels of confidence and self-esteem. The childminder provides children with a safe and secure environment, where their development is nurtured. The childminder offers children praise and encouragement. She is quick to celebrate children's achievements. Children smile with pride as they clap their successes. They are engaged and show high levels of focus. The childminder is quick to intervene and support children with tasks they may find difficult. As a result, even the youngest children begin to develop skills of resilience and perseverance.

Children behave well. The childminder has clear boundaries and expectations in place. She is a positive role model to children. The childminder promotes good manners, saying please and thank you. Children learn to share, take turns and be kind and gentle to each other. The childminder has high expectations of all children. Children learn to be independent as part of their daily routine. This helps to prepare them for the next stage of their learning. The childminder has a varied curriculum in place that is well thought through. It considers children's interests, their stage of development and how they learn best. Children make good progress from their starting points in development.

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

- Children are curious and excited to explore the learning opportunities on offer. The childminder has carefully set up the setting to ensure that children are able to independently access their own resources. She uses her ongoing observations to monitor how children are progressing and plan how she can continue to challenge them to reach their next steps in learning.
- The childminder plans the environment to consider most areas of learning, so that children access a full and balanced curriculum. However, children do not currently have enough opportunities to develop their mark-making skills. Although there is a chalk board and paper easel, these are not stocked with resources for children to use independently.
- The childminder promotes healthy lifestyles to children. Children enjoy a varied and balanced menu. They benefit from weekly trips to the local market. Children learn about different fruits and vegetables. They make choices about the foods that they would like to try. The childminder involves children in food preparation. Children enjoy making smoothies with the fruit they bought at the market. The childminder promotes children's good oral health.
- Overall, the childminder promotes children's communication and language development well. The childminder is very engaged and provides a narrative to children's play. She labels objects and uses lots of repetition. The childminder asks simple questions to encourage children to engage in simple conversations.

She shares stories and songs. However, the childminder has a continuous loop of nursery rhymes playing within the setting. This can sometimes be a distraction for children. Children do not always show an understanding of the questions being asked or answer, because they are distracted by the music instead.

- The childminder uses her local environment to ensure that children have a diverse range of experiences that enhances their current learning. Children attend playgroups, forest school, messy mornings, cookery sessions, soft play, local museums, farms and the local library for rhyme time. Children gain a knowledge of their wider community, while developing their own unique style of learning. They use their emerging social skills within larger group settings, which helps to prepare them for school.
- Partnership with parents is good. Parents comment on the flexibility of the childminder during their children's settling-in period. They commend the childminder's supportive nature. Communication is effective and parents understand what their children are learning.
- Through the promotion of diversity and inclusion, children develop a positive sense of self and pride in who they are. Children celebrate events and celebrations that are important to their families. For example, during Black History Month, children were encouraged to wear the traditional dress of their culture to share with others. The childminder plays nursery rhymes in children's home languages.
- The childminder is reflective in her practice. She seeks regular feedback from parents. The childminder has continued to invest in her own professional development, attending regular training. The childminder has a support network of other local childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently refreshed her safeguarding training. She has a comprehensive understanding of the types of harm or abuse children may suffer from. The childminder is clear in her recording and reporting procedures. She teaches children to keep themselves safe when they are out, including road safety, staying together and not talking to strangers. The childminder works in partnership with parents to ensure that children are protected when using online devices. She shares advice on setting up parental controls and supervising the content viewed. The childminder has rigorous procedures in place for monitoring children's attendance.

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 independent opportunities for mark making to develop their fine motor skills
- extend children's listening and communications skills, such as by considering how background music is used, especially during activities.

Setting details

Unique reference number	2592699
Local authority	Greenwich
Inspection number	10251293
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	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the London Borough of Greenwich. She offers care all year round from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Natalie OLeary

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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