

Childminder report

Inspection date: 15 February 2023

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 happy attending the setting. They eagerly get involved with the different activities. Children settle quickly in the homely environment. This helps them feel safe and secure. They build strong attachments with the childminder and their friends and enjoy spending time together. For example, children engage in imaginative role play in the pretend kitchen. From a young age, children are caring and show kindness to others. For instance, they offer comfort and share their favourite toys. They behave well. The childminder's curriculum provides a wide range of child-led and adult-directed activities following children's interests, and topics to support their learning. For instance, children take great delight in cooking activities. They develop their early mathematical skills. The childminder uses opportunities to extend the use of children's home languages. For instance, the childminder and children speak Russian and Ukrainian to each other. Children develop their early appreciation and understanding of the wider world.

Children benefit from a choice of fresh, healthy snacks and meals that the childminder provides. The childminder encourages children to drink fresh water and spend time outdoors in the fresh air. Children follow the childminder's instructions, developing their physical skills when they run, skip and jump up and down the decking.

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

- The childminder knows children well. She observes them and regularly shares their achievements with parents. The childminder completes the check for children between the ages of two and three years. However, children's next steps are not reviewed frequently and shared with parents. This would help support children's learning at home.
- Parents speak highly of the childminder. They appreciate the care their children receive. Parents are welcomed into the childminder's home to play and help settle children. However, the childminder does not gather more detailed information about children's home experiences and development to help her plan and support their learning more precisely.
- The childminder builds on children's literacy skills well. For instance, young children love choosing books and sitting on the childminder's lap to hear stories. Toddlers confidently identify objects, such as 'dragonfly' and 'snail', as the childminder asks meaningful questions about what they can see. The childminder teaches children about the natural world when she explains why snails go inside their shells. Children develop their vocabulary. All children make good progress from their starting points.
- The childminder provides lots of outdoor learning experiences. Older children and young children play well together. For example, children create bubbles in

the air and compare sizes, such as large and small. Children have regular trips to the park and visit the horses and donkeys. Children learn how to respect animals and nature.

- Children explore technological toys and use music online to develop their listening skills. They follow the action songs and use musical instruments when they sing along to songs and rhymes. This helps build on their communication and language skills. The childminder supports young children to identify parts of their body.
- The ambitious childminder plans themes to teach children about different traditions and cultures. For example, she uses books and talks about diversity month. Children take great delight in making rainbow pictures. Children show respect for others. Their behaviour is good.
- The childminder teaches children how to keep themselves safe as they play. Children concentrate well and show high levels of determination. For instance, young children learn how to manage scissors. Older children draw and cut around shapes. Children develop their fine motor skills.
- The childminder attends training and discusses areas of development with other childminders to gain additional knowledge and ideas. This helps keep her knowledge up to date.
- Children confidently access a broad range of resources and make their own choices about what they would like to play with. For example, they extend their imaginary play by taking out the doctor's set and caring for the teddies. Young children lay the table and feed themselves well at mealtimes. This helps to support their growing independence skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms of abuse and when a child may be at risk of harm. She knows how to report allegations or concerns. She ensures that her safeguarding knowledge is kept up to date. This helps to keep children safe. The childminder is aware of safeguarding issues, such as the 'Prevent' duty and domestic violence. She is aware of her role and responsibility to check the suitability of people living in her home. The childminder ensures that areas within her home, garden and outdoor areas are safe for children to access.

What does the setting need to do to improve?

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

- review and share children's next steps with parents to ensure they are precise enough to help children make good progress
- gather more detailed information from parents about children before they start, to help plan and support their learning and well-being.

Setting details

Unique reference number	2599424
Local authority	Greenwich
Inspection number	10264658
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the London Borough of Greenwich. She operates all year round, from 9am until 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

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 observed interactions between the childminder and children present.
- A joint observation was completed. The childminder discussed her aims for the activity and the impact on children's learning.
- The childminder showed the inspector a range of documents, including a copy of her first-aid certificate and evidence of suitability checks.
- The inspector spoke to parents and children and took account of 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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