

Childminder report

Inspection date: 14 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children feel safe and happy in the childminder's setting. All children, including those with special educational needs and/or disabilities (SEND), have made very good progress in their learning and development since joining the setting. The childminder implements an ambitious curriculum, which meets the age and developmental needs of the children.

Some children talk confidently and use a good range of vocabulary. The childminder and her assistant provide a well-tailored approach to support children's communication and language development. Children benefit from rich learning experiences, which successfully enhances their language development.

Children are motivated and display a positive attitude to learning. They maintain good focus while looking at birds from a distance using binoculars. They use magnifying glasses to search for insects, moths and squirrels while taking part in a forest school activity. Children learn to manage risks with confidence. For instance, they persevere to climb the treehouse and walk on wooden logs. The childminder and her assistant are always within close proximity of children to provide support and encouragement.

Children are sociable and behave well. The childminder and her assistant set high expectations for children's behaviour. They reinforce the importance of sharing and kind hands throughout the day.

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

- The childminder is committed to improvement. She monitors her assistant's practice well and uses self-evaluation effectively to identify strengths and areas to improve. The childminder has taken effective measures to address the actions raised at her previous inspection. This has helped to improve standards in the setting and raise the quality of the provision to a good level.
- The curriculum is designed well and adapted to suit the needs of children. The childminder is clear about what she wants the children to learn and sets high expectations for all children's learning. The childminder has recently made changes to her curriculum to take into account children's interest in nature and outdoor play. Children frequently engage in specialised outdoor learning, which captures their interests and deepens their understanding of the world. These changes have had a positive impact on children's engagement and concentration skills.
- The childminder knows the children well. She spends quality time with the children when they start and gets to know their needs. This helps children to settle in quickly. The childminder uses observations and assessments well to

identify what children know and what they need to learn next. However, on a very few occasions, the childminder does not implement children's next steps in learning as effectively as possible to help close the learning gaps quickly.

- Children with SEND are supported well. The childminder and her assistant work closely with the local authority early years specialist advisors to help meet the needs of children with SEND. They interact positively with the children and ask questions to help them think and respond. The childminder and her assistant incorporate sign language and visual cards to further support those with speech and language delay.
- Partnership with parents is strong. The childminder works closely with parents to help ensure that children's individual needs are met. She frequently shares information about children's care and learning and encourages parents to continue certain activities at home to reinforce learning. Parents are exceptionally happy with the quality of care and learning that their children receive in the childminder's care.
- Children begin to learn the difference between right and wrong. The childminder and her assistant teach children about the expected behavioural boundaries. They encourage children to be kind and respect one another. The childminder and her assistant praise children when they behave well to help boost their confidence and reinforce good behaviour. This contributes positively to the way children behave.
- The childminder regularly takes children out to the local community to interact with people who are different from them. She extends children's understanding of diversity through celebrating different festivals and engaging in role-play activities. However, the childminder has not fully explored how she can enhance the curriculum even further so that children who speak English as an additional language (EAL) can see and use their home language in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gets to know the children and their families well to help meet children's needs. She and her assistant risk assess the learning areas well to help keep children safe. In addition, they teach children to understand risks and how to keep themselves safe. For instance, they teach the children about road safety and good personal hygiene. The childminder and her assistant demonstrate a suitable understanding of child protection. They can identify when there is a concern about a child's welfare and know how to report to the relevant agency. The childminder and her assistant attend regular safeguarding training to keep their knowledge up to date.

What does the setting need to do to improve?

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

- review planning and ensure that children's next steps in learning are implemented effectively to help them make even better progress across the three prime areas of learning
- enhance the curriculum to further promote diversity in the setting, with particular regard to children who speak EAL.

Setting details

Unique reference number	2600999
Local authority	Greenwich
Inspection number	10285208
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	2 to 7
Total number of places	5
Number of children on roll	6
Date of previous inspection	20 March 2023

Information about this early years setting

The childminder registered in 2020. She lives in Thamesmead, in the London Borough of Greenwich. She operates her service all year round, from Monday to Friday, 8am until 5pm. The childminder works with an assistant.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector accompanied the childminder, her assistant and the children on a trip to forest school.
- Documents, such as evidence of the childminder's paediatric first-aid qualification and suitability checks for her household member and assistant, were checked by the inspector.
- Some parents were spoken to, and their views were taken into account.
- The inspector interacted with children during play and learning and gathered their views.
- A learning walk was conducted by the inspector and the childminder, and discussions were held about the curriculum intent for children's learning and how the early years provision is structured.

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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