

Childminder report

Inspection date: 20 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 and content within the setting. They benefit from a warm, nurturing environment with lots of praise and encouragement from the childminder. Children arrive happily and say goodbye to their parents easily. They quickly settle into their play. Children form secure attachments with the childminder, who follows their interests and lets them lead their play. They receive endless support and encouragement from the childminder, which helps to build their self-esteem, emotional security and confidence.

The childminder gets down on the floor with children and gives them her full attention. She responds quickly to children's needs and engages with them. Children benefit from the shared approach that the childminder promotes and they enjoy spending their time with her. The childminder has high expectations of children and they behave well. Children show the childminder lots of respect, such as they happily help her to tidy things away before getting more toys out.

Children make their own choices and select the resources they wish to play and learn with. They confidently do this and engage in their play, displaying high levels of concentration. Children learn to keep trying things out and to not give up, even when they are difficult. This helps to develop their perseverance and resilience skills. Children learn to respect different communities and cultures. For instance, they have open conversations with the childminder when they are out in the local community.

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

- The childminder has made a good start to her childminding career. She has worked hard to develop her practice and setting. The childminder makes assessments of children when they join her to help her decide what they need to learn next. The childminder knows what she wants children to learn and overall, she supports children's learning well in their play. However, she does not always ensure that this is planned and sequenced fully across all the areas of learning to ensure that children get the most out of the time they spend with her.
- The childminder works well with parents to share information and encourage children's learning. She has daily discussions and termly meetings with them. Parents comment on how confident and happy they are leaving their child in the childminder's care. They say that their children often do not want to leave her at the end of the day.
- The childminder uses continual dialogue and questioning, which helps children to build their communication skills and understanding of the world. She introduces new words to their vocabulary and explains things as they play. For example, when children notice a rainbow in a fish tank, the childminder explains why this

happens and uses words such as 'inside' and 'outside'.

- Children develop their social skills and confidence through positive interactions with the childminder. They visit local playgroups, which helps them to learn how to take turns and share and prepare them for the next stage in their learning. Children are encouraged to make their own choices. However, the childminder does not consistently allow children enough time to develop their independence even more by doing things for themselves. For example, she take their shoes off for them when they arrive.
- The childminder is reflective and reviews her practice. She knows the importance of keeping her knowledge up to date. The childminder reads updates and attends online training that is provided by the local authority.
- The childminder helps children to develop their mathematical skills. She uses numbers and other language with them as they play to help them make links in their learning. For example, when children roll cars down a ramp, she counts 'one, two, three'. The childminder asks questions about colours and encourages children to work out the number if they added 'one more'.
- Children develop their physical skills and muscles. For instance, they use lots of large equipment outside, such as scooters, and walk across balancing beams. Inside, children use lots of small-world toys and build their own marble runs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She makes daily checks to ensure that her home is suitable and safe for children to attend. The childminder knows the signs and symptoms that may indicate a child is at risk of harm or abuse. She knows who to contact if she has any concerns about a child's welfare. The childminder ensures that suitability checks are in place for all household members. She knows the importance of keeping her knowledge up to date and has recently refreshed her paediatric first-aid training. The childminder also knows the importance of supervising children carefully when they are using technology.

What does the setting need to do to improve?

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

- plan experiences more precisely to focus on children's interests and to focus on what they need to learn next, to help them make good progress in all areas of learning
- encourage children to be more independent by allowing them to do more things for themselves.

Setting details

Unique reference number	2608989
Local authority	Greenwich
Inspection number	10263507
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	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 2020. She lives in Eltham within the London Borough of Greenwich. The childminder provides care on weekdays, from 7am to 6pm, all year round.

Information about this inspection

Inspector

Louisa Parker

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 setting.
- The childminder and inspector completed a learning walk to discuss the childminder's intention for children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector looked at relevant documentation and reviewed the suitability of the members of the household.
- The inspector took account of the views of parents and carers.

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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