

Childminder report

Inspection date: 20 June 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 arrive happy and settle in quickly at this lively, enjoyable setting. They are excited to see their friends and play well together in small groups. Children learn to help each other peel oranges and share the segments between them. They enjoy a variety of healthy meals and snacks throughout the day, which helps them learn about healthy eating.

Children enjoy daily walks to the park. They are curious to watch the snails and count how many they can find on the path. Children gain confidence in their physical abilities as they run, climb and balance. They are excited to explore the range of toys available. The childminder plans learning opportunities to extend children's knowledge of the world around them, such as cultural festivals.

Children enjoy cuddles and are comfortable in the homely atmosphere the childminder provides. The childminder and her assistants form positive relationships with children from the start. The childminder gets to know children's individual needs and interests and uses these to provide a routine that helps them feel safe and secure in her care.

The childminder has a clear vision for what she wants children to learn. She provides everyday experiences to prepare children for future life, such as baking and learning to dress themselves.

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

- Children learn to be respectful to others. The childminder and her assistants model saying 'please' and 'thank you' to each other. Older children enjoy helping to complete daily tasks such as tidying up and pushing younger children in the buggy. Children become confident in their interactions and show care for each other. For example, they give each other hugs when a friend looks sad, which helps children learn to manage their own feelings.
- The childminder uses observations and assessments well to check what children are able to do and to identify next steps in their learning. She uses this information to plan opportunities that help children build on what they can already do. There are times when planned activities do not consider the needs of all children. However, this does not have a significant impact on the progress that children make.
- The childminder supports children's communication and language development well. She extends their vocabulary by using words such as 'juicy', 'half' and 'tear' as children peel oranges for their snack. Children join in enthusiastically with songs and rhymes. They enjoy daily story times and have favourite books. The childminder uses props and actions to help children engage in storytelling and

develop their listening skills.

- Children learn to keep themselves safe. For example, the childminder teaches them how to cross the road safely when walking to the park, and how to behave around dogs. Children have some opportunities to develop independence skills, such as putting on their own shoes. However, they do not have as many opportunities as they could do, particularly at mealtimes.
- Children are motivated to take part in activities that interest them. For example, they experiment with wooden blocks and persevere to build a tower. This helps them to develop positive attitudes to their play and learning.
- Partnerships with parents are good. Regular communication means parents feel well informed about their children's development. Parents say that they appreciate the advice they get to support their children's learning and development at home.
- The childminder provides her assistants with guidance to help them implement the curriculum and support children's learning. Assistants receive a thorough induction so they understand their roles and responsibilities. They have opportunities to build on their knowledge and skills, which has a positive impact on their teaching and their interactions with children.
- The childminder is ambitious to develop her provision. She uses feedback from parents effectively to reflect on her practice and to identify areas for development. The childminder has developed good relationships with the local authority to access support and training opportunities to develop the quality of her childcare.

Safeguarding

The arrangements for safeguarding are effective.

The childminder risk assesses her provision well and removes all hazards from the environment. She ensures all adults living and working in her home have enhanced Disclosure and Barring Service checks completed and she follows suitable recruitment procedures. This means only vetted people have contact with the children. The childminder and her assistants recognise the signs and symptoms of abuse and know how to report their concerns. The childminder undertakes regular training to keep her knowledge up to date. All adults working with children hold a valid paediatric first-aid certificate, which means children receive prompt treatment when necessary.

What does the setting need to do to improve?

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

- consider how to vary planning to meet the needs of all children
- extend opportunities for children to develop their independence skills, particularly at mealtimes.

Setting details

Unique reference number	2616757
Local authority	Greenwich
Inspection number	10284003
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 2
Total number of places	18
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2021. She lives in Lee, in the Royal Borough of Greenwich. The childminder offers care from Monday to Friday, 8am to 6pm, all year round. She works with two assistants.

Information about this inspection

Inspector

Kyrstie Gennoe

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector spoke to the childminding assistants about their role.
- Parents spoke to the inspector and shared their views.
- The inspector observed the interactions between adults and children and discussed these with the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023