

Childminder report

Inspection date: 28 February 2024

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 happily run in to greet the childminder and are keen to start their day. The childminder carefully plans learning activities to take account of children's interests. Children attentively explore the many resources that are on offer. The childminder helps children to learn to identify, express and manage their feelings and emotions. For example, she supports children to learn about their feelings through art activities.

Children learn valuable skills in preparation for school. For example, they use small collage materials that require precision to cut and stick together. This helps children to strengthen their fine motor skills in preparation for early writing. The childminder gives children lots of positive praise and encouragement. This builds children's confidence, as well as showing that she values their ideas.

During snack time, children demonstrate that they make healthy choices, such as they discuss their favourite fruits. The childminder uses this time to promote children's learning and explain where the fruit comes from. Children develop their independence skills well, such as as they tidy away and wash their hands unaided. The childminder organises plenty of outdoor learning experiences for children, either in the garden or visiting the local farm and park. Older children enjoy participating in a range of different activities, such as football. This provides opportunities for children to interact with others and to develop their social skills.

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

- The childminder keeps parents up to date about the care their children receive through daily verbal discussions. She shares children's learning in daily diaries and displays photos on the wall to help keep parents updated about their child's development. Children make good progress within mathematics. For example, they understand the concepts of big and small. The childminder encourages children to use numbers and counting in their play, especially during adult-led activities.
- The childminder knows the importance of working in partnership with parents and forms a close bond with them. She spends lots of time getting to know children and their families. The childminder carries out home visits to find out about children's interests and starting points in development. This helps with children's settling-in process and ensures that children's learning is what they enjoy and are familiar with. The childminder offers flexible settling-in procedures to meet children's individual needs and help them to transition smoothly into her setting.
- The childminder regularly evaluates her practice. For example, she is currently looking at improving her garden to further enhance children's play opportunities

and physical development. The childminder also requests regular feedback from parents to seek the views of those who attend her setting to drive improvements. For example, she identified that she needed more ideas on activities to promote children's development even further and recently undertook training for this to enhance her practice.

- The childminder works successfully with other educational providers to ensure that children's needs are met when they move on to new settings. She shares information about children's progress and development. The childminder knows how to support parents to get support for their children from outside agencies.
- The childminder regularly introduces children to new vocabulary to develop their communication and language skills. For example, when children role play in a pretend kitchen, the childminder introduces them to different foods from around the world, such as yam and plantain. She uses this opportunity to incorporate cleanliness and hygiene concepts, such as keeping the cooking areas clean and sweeping the floor. However, the childminder does not consistently allow children time to process questions before interrupting and speaking for them.
- The childminder teaches children to respect others and develops their understanding of cultures and their beliefs. Children learn about key cultural celebrations to help them to understand the community and the world they live in. The childminder introduces children to a range of celebrations, such as Black History Month and Lunar New Year. For example, the childminder uses books, food and interesting trips to the local temple to support children to understand these celebrations.
- The childminder teaches children how to manage their own safety. She talks to pre-school children about how to handle scissors correctly. While out in the community, the childminder teaches children about rules and the routines, including road safety and stranger danger.
- Children make good progress within mathematics. For example, they understand the concepts of big and small. The childminder encourages children to use numbers and counting in their play, especially during adult-led activities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- allow children more time to listen and respond during interactions to develop their communication skills further.

Setting details

Unique reference number	2643089
Local authority	Greenwich
Inspection number	10332920
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the London Borough of Greenwich. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Mizzi

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 the inspector took part in a joint observation of children engaged in an activity. They discussed what the intention of the activity was and the quality of education they observed.
- The childminder spoke to the inspector, as part of the learning walk, about her intentions for children's learning.
- The inspector took account of parents' views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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.

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 2024