

# Childminder report

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Inspection date: 23 August 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder has high expectations of children's behaviour. She reminds children about rules in a clear way that they understand. Children understand what they can do and learn that rules help them to stay safe. Children feel relaxed and happy. They enjoy the familiar routine that has been created by the childminder. Children cooperate and share with their friends. They are considerate of the feelings of others and behave well.

The childminder supports all children to make choices. She presents children with a wide range of toys and activities. The childminder knows that it is important for children to play with unfamiliar resources. Children gain confidence when exploring new objects and learn how things work. They are confident and curious learners. Children display high levels of interest in activities. They are confident to try new things.

The childminder speaks clearly to children and challenges them to stop and listen to her. She supports children to follow her instructions when solving problems. Children become skilled listeners. The way the childminder explains how things work supports children to persevere and try hard. Children develop resilience as they learn through play. They concentrate and try hard.

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

- The childminder plans a curriculum with a clear learning intent. She supports children to become confident and curious learners. The childminder understands it is important to develop children's own talents and interests. Children are well prepared for the next stage of their education.
- The childminder finds out what children know and can do. She uses this information to plan challenging learning opportunities that children enjoy. The childminder regularly identifies any gaps in children's learning. This helps her to plan activities that build on children's knowledge and skills. Her curriculum is well sequenced.
- The childminder understands that some children may need additional support with their learning. She knows that it is important to support parents to seek support from experts where required. Children with special educational needs and/or disabilities are well supported.
- The childminder interacts with the children well to introduce new language. However, on occasion, she does not give children time to respond when asking them questions. This means that the youngest children do not always have the most ambitious opportunities to use the new words that they have learned.
- Care practices are effective. The childminder helps children to make choices about what they would like to do next. She helps them to put on their shoes,

dress themselves and feed themselves at mealtimes. Children gain independence and confidence. They have a can-do attitude and high levels of self-esteem.

- The childminder understands that it is important for children to explore different textures. However, she does not always plan a wide enough range of opportunities for children to explore using their senses during their play. This does not support children to be consistently confident when exploring how different materials feel.
- Parent partnerships are strong. The childminder shares information about children's learning effectively with parents. She listens to parents and makes suggestions about how they can extend their children's learning at home. Parents say that this helps them to support their children to build on their skills.
- The childminder understands that it is important for children to spend time outside in the fresh air. She takes children out every day to the local park or in her garden. Children have opportunities to take appropriate risks. They climb, run and balance on large equipment. Children develop key physical skills.
- The childminder knows it is important to learn about differences between themselves and others. The childminder encourages children's curiosity and talks to them about tolerance and respect for other people. Children develop an understanding of people different to themselves.
- The childminder is reflective of her practice. She continues to review her knowledge and skills. The childminder plans regular opportunities to attend training or carry out her own research. This helps her knowledge of child development to continue to improve over time.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the safeguarding issues that may affect children in her care. She regularly attends training to keep her knowledge and skills up to date. The childminder knows how to report any concerns to the appropriate authorities. She knows what action to take in the event of an allegation being made against an adult. The childminder carries out regular risk assessments to ensure the safety of children in her home.

## What does the setting need to do to improve?

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

- enhance the teaching of new language to maximise opportunities for children to develop their speaking skills
- develop further opportunities for children to explore using their senses.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2644260                                                                           |
| <b>Local authority</b>                             | Greenwich                                                                         |
| <b>Inspection number</b>                           | 10304913                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 11                                                                           |
| <b>Total number of places</b>                      | 2                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2021 and lives in the London Borough of Greenwich. She operates for most of the year, from 6.30am to 7pm, Monday to Friday. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Daurge

## 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 inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

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