

Childminder report

Inspection date: 29 September 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

The childminder and her assistant create an extremely warm and welcoming learning environment. They have high expectations for children's learning and plan a wide range of fun and stimulating activities to foster this across the different curriculum areas. The childminder places strong emphasis on creating a safe, calm and high-quality environment for children to develop in. Children settle in extremely well and show that they are happy and secure. The childminder and her assistant form strong bonds with children. They frequently provide cuddles, encouragement and praise. This helps to motivate children and helps them to have a positive attitude towards new activities.

The childminder and her assistant ensure a good balance between structured, adult-led activities and allowing children to freely choose play that interests them. Children have lots of fun singing a range of songs and exploring different 'emotion spoons'. This helps to develop their language skills and awareness of their feelings. Children engage positively as they make different faces from fresh vegetables, and the childminder supports them to discuss how they feel. Children have frequent opportunities to develop their imagination. For instance, they enjoy engaging in a narrative about cooking different delicious foods in the play kitchen.

The childminder and her assistant are very positive role models for children. They are kind and energetic and create a real sense of fun. They also provide children with clear messages about expected behaviour. Children behave very well and clearly enjoy their time at the setting.

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

- The childminder is highly experienced and knowledgeable about how children develop. She is passionate about creating a rich learning environment with an array of interesting resources that capture children's interest very well. As a result, children show good exploratory skills and are flourishing.
- The childminder and her assistant know individual children very well. They obtain detailed information about children's interests, needs and development when they join. They use this information to create a tailored learning programme that focuses on each child's strengths and current interests and what new skills and knowledge they need to focus on. As a result, it is evident that children make good progress during their time at the setting.
- Children have good opportunities to socialise with other children and benefit from a broad range of first-hand experiences. For instance, children participate in weekly forest school sessions. This helps to support their love of nature and develops their investigation skills. They also attend different stay-and-play sessions and enjoy library visits. This helps to build children's confidence and

provides valuable opportunities for social learning.

- The childminder and her assistant create an inclusive setting. The childminder understands the importance of early identification and putting additional support in place for children with special educational needs and/or disabilities. Furthermore, she works with other early years professionals to ensure that children receive consistency across their care and learning.
- The childminder and her assistant model positive attitudes to recognising and understanding each other's similarities and differences. Children have frequent opportunities during the year to learn about different cultures and backgrounds. For instance, they dress up, listen to music and share a wide range of foods.
- The childminder and her assistant build respectful and caring relationships with children. This helps children to have a positive view of themselves, and they display high levels of emotional well-being.
- The childminder and her assistant demonstrate good commitment to keeping their professional development up to date. For instance, they both engage in a course on supporting children with food allergies to ensure that they are knowledgeable about making adaptations and can meet children's needs.
- Partnership with parents is a strength. Parents state they are very happy with the professional service they receive. They also highly value the childminder's enthusiastic character and experience.
- The childminder creates a language-rich environment for children. For instance, she maximises opportunities to introduce new language and offers commentary as children play. However, at times, she does not always give children enough time to process and respond to questions. This sometimes impacts on older children being able to show what they already understand and know.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure safeguarding knowledge and fully understands different indicators that may suggest a child's safety is being compromised. Furthermore, she has clear knowledge of her role in recording any concerns and swiftly reporting any issues to the local safeguarding team. Her assistant also understands her responsibility to protect children from harm. The childminder and her assistant complete daily risk assessments of the home. This helps to ensure that all toys are safe to use. It also helps to swiftly identify and address any hazards or potential dangers.

What does the setting need to do to improve?

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

- provide children with more time to think, answer and respond, to further enhance their thinking and conversation skills.

Setting details

Unique reference number	2648086
Local authority	Greenwich
Inspection number	10305305
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	0 to 9
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the Royal Borough of Greenwich. She offers childcare from Monday to Friday, from 7.30am until 6pm. The childminder offers funding for children aged two, three and four years. She works with an assistant. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Amy Mckenzie

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 this into account in the evaluation of the setting.
- The inspector and the childminder engaged in a number of discussions about her intentions for children's learning and the overall running of the setting.
- A number of observations were completed and the inspector assessed the quality of education for children.
- A range of documentation was viewed. This included the childminder's training and qualification certificates.

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