

Childminder report

Inspection date: 10 September 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

The childminder builds very positive relationships with children. She swiftly and sensitively responds to their individual needs, such as when young children hold up their arms for a cuddle. This enables them to feel confident, safe and secure. The childminder joins in with children's play in ways that help them maintain their focus and interest. This helps children see learning as fun, as well as building their self-esteem. They develop lots of new skills and knowledge, which they are proud of.

The childminder focuses her curriculum on the prime areas of learning for the youngest children while extending most aspects of older children's learning. For example, she plans trips to local groups so that children can meet with other children to help promote their social skills. Furthermore, the childminder provides experiences for children to enjoy trips to the local library and singing sessions so that they have lots of opportunities to develop their language skills. This also helps children to feel part of their local community. Children experience meaningful learning and make good progress.

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

- The childminder creates a language-rich environment. She talks to the children all the time. She narrates their play and exposes them to a wide range of vocabulary. The childminder asks children questions, giving them time to answer and offers answer choices when needed. When young children mispronounce more complex words, such as 'vanilla', the childminder sensitively repeats words back to them. This supports correct pronunciation and expands children's knowledge. This helps all children make good progress in their language development.
- The childminder has created a curriculum that blends child-led play and adult-planned activities. She uses her knowledge of the children to plan engaging activities based on their current interests and next stages of learning. The childminder plans activities to enable all children to take part and successfully encourages them to join in. However, on occasion, her time is taken up supporting the youngest children. Therefore, she does not extend and support more challenging learning with the oldest children.
- The childminder encourages children to be independent. Children learn to wash their hands and to feed themselves from a young age. Older children are confident to go to the toilet independently and are very keen to carry out small tasks with the childminder. They freely access the toys in the childminder's home and are independent in their play choices.
- Mathematics is woven into all areas of the curriculum. For example, as children make dinner with the play food, the childminder introduces the concepts of how many fries there are and how to share these so each child has the same

amount. In the garden, the childminder encourages children to use the moulds to make shapes and compare the size of shells. The childminder supports children well to develop their knowledge of early mathematics.

- The childminder uses suitable strategies to help manage children's behaviour. For example, she uses distraction techniques with young children and reminds them about being kind to each other. However, she does not fully promote children's awareness of behaviours, such as sharing and turn taking, to increase their understanding about these.
- There are strong partnerships with parents, and the childminder works closely with them. She encourages parents to provide information about children's time at home. This helps her to build on her understanding of their needs. The childminder offers daily feedback about children's care and learning experiences. They comment positively about their children's activities, experiences and the progress they make with the childminder.
- The childminder values the importance of continuous professional development. She ensures that she attends regular training and webinars. This helps to maintain and develop the childminder's practice and quality of teaching.

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:

- consider more closely how activities are implemented to meet the needs of more able children to extend their learning even further
- build children's awareness of the behaviour expectations to help them gain more understanding about these.

Setting details

Unique reference number	2668670
Local authority	Greenwich
Inspection number	10350699
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 13
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Kidbrooke in the London borough of Greenwich. She operates her service from 7am to 7pm, Monday to Sunday, all year round. The childminder holds a relevant childcare qualification. She offers funding for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector sampled written feedback from parents of their views of the setting.
- The childminder showed the inspector documentation to demonstrate the suitability of all those caring for children.

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