

Childminder report

Inspection date: 20 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 have settled well in the childminder's care. They are independent and self-assured learners. The childminder happily welcomes them into her home, and children are eager to leave their parents and choose an activity that interests them. Children feel safe and secure in the childminder's care.

The childminder implements an ambitious and broad curriculum. Children benefit from taking part in learning experiences that they would not normally have at home. This includes regular trips to the local library and children's centre to access a wide range of literature to build on their communication and language development, as well as their social skills. Children who speak English as an additional language benefit from these activities and are making good progress in their language development.

Children are imaginative and maintain good levels of focus during play and learning. For example, they act out new and familiar situations while pretending to cook. Children enthusiastically join in and sing rhymes that they are familiar with. The childminder provides play and learning experiences that capture children's interests.

Overall, children behave well and are learning to share and take turns during play and learning. The childminder sets high expectations for behaviour. She is prompt to address unwanted behaviour and explain to the children what the expected behavioural boundaries are.

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

- The childminder is well experienced and understands the way children learn. She has a clear intent of what she wants the children to learn and why, and she implements this exceptionally well. The childminder often models play, encourages children to practise and asks them several questions to help them remember what they have learned. This helps children to build on what they already know and acquire new skills for future learning.
- The childminder has a strong focus on teaching children to become independent learners and communicate confidently. She takes her time teaching children to learn to put their coats on and manage the zips independently. The childminder maintains positive interactions with children and introduces them to new words and phrases. All children, including those who receive additional funding, have made good progress from their starting points.
- The childminder gets to know the children and their families well to help meet children's needs. She gathers detailed information from parents when children start to help them plan for their individual care and learning needs. The

childminder frequently shares information about what the children are learning and how they are progressing. She also encourages parents to continue learning at home, to help children meet their identified next steps. This effective partnership working provides consistency and continuity for children.

- Children's health and well-being are promoted well by the childminder. The childminder encourages parents to send in a well-balanced diet and discusses the importance of this. She provides regular outdoor activities to help children stay active and build on the development of their large muscles. The childminder also encourages good hygiene practices, such as teaching children to wash their hands regularly and cover their mouths when sneezing. Children have daily opportunities to learn about how to look after themselves and stay safe.
- The childminder sets clear rules and expectations for behaviour. She regularly reminds children to play safely and be kind to each other. The childminder uses strategies such as explanations and a sand timer to help children learn to share and take turns. However, these strategies have not helped children to fully understand the importance of sharing and turn taking. At times, children refuse to share and take turns, and this disrupts their learning.
- The childminder organises her provision well. She maintains relevant paperwork to help support the safe and efficient management of the setting. However, the childminder has not prioritised her own professional development to help ensure she is up to date with all requirements under her registration. This inspection was carried out because the childminder failed to notify Ofsted of a temporary change in her working arrangements as required. Nonetheless, she is committed to making and sustaining improvements to help ensure better outcomes for children.

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:

- support children further to understand the importance of sharing and turn taking during play to help minimise disruptions to their learning
- focus more on evaluating and developing practice further to help identify and address minor gaps in knowledge and to help move the quality of the provision to the highest possible level.

Setting details

Unique reference number	2686025
Local authority	Greenwich
Inspection number	10319241
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Abbey Wood area of the London Borough of Greenwich. The childminder operates from 7am to 7pm, Monday to Friday, all year round. The childminder holds a relevant childcare qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Josephine Afful

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector observed the interactions between the childminder and children and assessed the impact these had 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.

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