

Childminder report

Inspection date: 15 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's home. They settle quickly and form strong attachments with her. Children behave well. They listen to the childminder and follow simple instructions. For instance, young children know they need to wait till the end of the cooking activity before they can lick the spoon. The childminder has high expectations of all children. She encourages children from a young age to develop their independence. This is evident when babies clip themselves into the high chair. Toddlers manage their own personal care needs, such as skilfully putting on their boots before going outside. Children develop their concentration and small muscles in their hands well.

Parents speak very highly of the childminder. They appreciate the support they receive when gaps are identified in children's learning. Children are confident during their daily routines, including managing their personal hygiene and washing up after activities. Children have lots of opportunities to take part in craft activities. They are very proud of their achievements. The childminder gives children lots of positive praise, helping to build their self-esteem. Children develop their social skills. For example, children enjoy their attendance at the local toddler group, where they make friends and play with other children.

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

- The childminder supports children with special educational needs and/or disabilities (SEND). She works in partnership with parents and professionals. The childminder quickly identifies children who may need extra support. This helps to close gaps in their learning. Overall, the childminder supports children to develop their language skills. However, she has not yet embedded support for children with SEND to enhance their communication skills.
- The childminder supports young children to develop their early mathematical skills. For instance, while children pretend to take the doll's blood pressure, the childminder encourages them to identify colours. They learn red, yellow and blue on the thermometer. Children have lots of opportunities to develop their imaginative skills.
- The childminder has an ambitious curriculum. She has a clear understanding of what children need to learn. The childminder knows children well and uses this information to provide activities that capture their interests. For example, children learn where eggs come from. Children extend their learning when they bring home eggs from the farm to make cakes. Children develop a good understanding of life cycles and the wider world.
- The childminder supports children to follow good hygiene routines. They make healthy choices at snack time. The childminder supports children and their parents to understand the importance of oral health. Children have access to

fresh air daily and are physically active.

- The childminder reflects on her practice and professional development. For instance, she carries out research for specific SEND. In addition, she attends regular training. This helps to keep her knowledge and understanding up to date and supports children's development.
- Children are active learners. Their physical skills are developed well. Children practise using small tools and large equipment. For example, children confidently go up the steps to use the slide. They show a can-do attitude as they learn to ride the scooter. However, the childminder has not developed the learning environment to provide opportunities for children to explore using natural resources.
- Young children enjoy making marks with a range of tools. They practise writing and use glue. Young children learn how to use stencils and stickers to create pictures, which develop their hand muscles and coordination.
- During activities, the childminder narrates what children are doing. She introduces new vocabulary and asks meaningful questions. For example, when children are making dessert, the childminder introduces words, such as 'whisk'. The childminder supports children to measure and pour ingredients. They learn mathematical language as they measure their ingredients. Children listen and respond to the childminder. They behave well.
- The childminder works closely with parents. She shares useful information about children's progress and achievements regularly. This helps parents support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She knows the signs and symptoms that show a child may be at risk from harm and how to report concerns to local agencies. The childminder keeps her safeguarding training up to date. She has developed her understanding of wider issues, such as female genital mutilation, through recent training. This helps to keep children safe. The childminder checks her premises daily and teaches children how to keep themselves safe. For instance, she teaches children to pack toys away to prevent trips and falls to reduce accidents.

What does the setting need to do to improve?

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

- enhance the curriculum thinking to provide interesting natural environments for children to explore
- strengthen further the support for all children's communication and language development.

Setting details

Unique reference number	510752
Local authority	Greenwich
Inspection number	10072982
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 March 2016

Information about this early years setting

The childminder registered in 1998. She lives in Charlton, in the Royal Borough of Greenwich. She operates her service Monday to Friday, from 7.30am to 6pm, term time only. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- This was the first routine inspection the provider 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 completed a learning walk together. They discussed the curriculum and what the childminder wants children to learn.
- The childminder and the inspector carried out a joint observation together. The childminder discussed her aims for the activity and evaluated the impact on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.

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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