

Childminder report

Inspection date: 13 November 2023

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 demonstrate they feel happy and secure in the childminder's care. She provides reassurance and encouragement when needed. This helps children to feel valued and arouses their curiosity to learn. Children move around her welcoming home with confidence, showing a strong sense of belonging. The childminder plans activities around children's learning needs. She knows the children's interests and what she wants children to learn. Children enjoy time outside at local parks and walks in local woodlands. This supports their listening skills and enhances their communication and language.

Children select resources and begin to play and explore. They are offered a varied curriculum that is linked to what they already know and need to learn next. Children maintain their concentration as the childminder constantly talks as she observes their play. They demonstrate curiosity as they explore their surroundings and begin to problem solve as they build the track for the trains.

The childminder supervises children well, such as when using tools to peel and chop vegetables for their lunch, to ensure that they remain safe. Children are helped to behave well. She supports children to become independent as she encourages them to take off their coats on arrival and reminds them of the importance of washing their hands when handling food.

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

- The childminder is passionate about her role and committed to giving all children a positive start to their learning. She places a strong curriculum focus on extending children's communication and language and personal, social and emotional skills. She models language well and engages in conversations with the children. She supports children's social skills well, for instance, she takes them to a variety of local groups, so they can build friendships outside the setting and gain confidence in various situations.
- Children make good progress with their communication and language. The childminder is mindful to narrate on their play and sing songs with them, and she takes them on regular visits to the library for story time. She helps children recall and pronounce new words clearly. They have a very good range of vocabulary that the childminder adds to. Children listen and repeat the new words in context, showing their understanding. However, at times, the questions she asks do not challenge the children to think critically and share their ideas.
- The childminder interacts with children positively; she talks to them and asks questions. Children are starting to use mathematics during their play. For example, children eagerly use mathematical language as they describe the different sizes of vegetables and talk about how long the soup will take to make.

- The childminder helps children to develop good physical skills. For example, children learn to balance, climb and run during trips to local parks and woodland areas. They are eager to take part in a range of activities that the childminder plans to help them to develop their hand-eye coordination and fine motor skills. For instance, they enjoy making marks as they copy patterns. This supports children's early writing skills.
- Children enjoy a range of healthy meals and snacks while in the childminder's care. Mealtimes are a social occasion when children sit together and build on their social skills.
- The childminder provides opportunities for children to develop their literacy skills. She has an in-depth understanding of the ways to support older children's literacy skills in preparation for school. For example, children eagerly recognise letters from their name and are beginning to form letters.
- Partnerships with parents are strong. They comment that the childminder offers a home-from-home setting. Parents discuss that she keeps them well informed about what their children are learning and that they have seen big improvements in their children's development. However, the childminder has not yet formed partnerships with other settings children attend to ensure continuity of care and learning.
- The childminder reflects on her practice continuously. She completes regular training, investing in her own professional development, in order to build on the quality of experiences that are offered to children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children from harm. She is proactive in seeking out information and training to strengthen her knowledge of safeguarding. Therefore, she knows about a wide range of issues that may affect children's safety and welfare. The childminder can identify the signs of abuse and knows how to respond to concerns about a child. She understands the procedures to follow if there is an allegation made about herself or a member of her household. The childminder uses risk assessments effectively to maintain a safe and secure environment for children.

What does the setting need to do to improve?

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

- review the questioning techniques used so that children benefit from challenge that extends their learning further
- develop a partnership with other settings children attend.

Setting details

Unique reference number	510789
Local authority	Greenwich
Inspection number	10308104
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	12 March 2018

Information about this early years setting

The childminder registered in 2000. She lives in Eltham, in the London Borough of Greenwich. The childminder operates all year round, from 8.30am to 6pm, Monday to Friday. She holds a relevant childcare qualification. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

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 childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector spoke with the childminder about children's learning and development.
- The inspector observed interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector sampled written feedback from parents and took account of their views.

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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