

Childminder report

Inspection date: 15 February 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and motivated to learn in the homely environment. Children are confident to lead their own learning and make choices about what they want to play with as a result of the childminder's ambitious curriculum. The childminder and her assistant have high expectations about what children can do for themselves. They successfully teach children many self-help skills. This results in children who are confident to manage their own personal care needs. They can find their own belongings and take steps to keep themselves safe and well. For example, children understand why they need to wash their hands before meals and after playing in the mud kitchen.

Children behave well. They independently share resources and take turns. They anticipate what they will be doing next, which shows that they are familiar with the routines. Children are independent and take great pride in doing things for themselves. They take off their own shoes and coats on arrival and are keen to sweep and wipe tables after meals. The childminder and her assistant teach children of all ages to consider others' needs and share, developing firm friendships. The childminder finds out from parents about their children's routines, interests and abilities before they start. She uses this information to plan for children's individual learning. The childminder and her assistant get to know the children extremely well.

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

- The childminder and her assistant notice what children can do and are interested in. They carry out regular checks on children's development to make sure that they are reaching age-appropriate milestones. The childminder and her assistant have a secure understanding of how children learn. They make sure the activities they plan capture children's interests. Children are motivated to join in. The childminder ensures that the curriculum is broad and the children gain the skills they need for their future learning, including those from disadvantaged backgrounds.
- Children's communication and language skills are supported effectively. The childminder and her assistant speak clearly, introduce new words as children play and help them to pronounce words and sentences accurately. Children who speak English as an additional language are supported well to develop language skills. However, the childminder and her assistant do not fully support children in using their home language while they play and learn.
- Children enjoy listening and acting out familiar stories. They listen attentively as the childminder, or her assistant, asks them about the story and encourages them to join in at the right time for their part. This supports children in developing their conversation skills and understanding.

- The childminder and her assistant are good role models and have positive relationships with the children. They are enthusiastic as they join children's play, supporting their imagination. For example, the childminder and her assistant order foods from the role play café or rescue the astronaut at the rocket station. However, at times, they do not use these opportunities to extend children's learning.
- The childminder introduces early mathematical concepts into everyday activities. She encourages children to find the longer and shorter pieces of train track and to count the trains they have.
- The childminder and her assistant support children to have a healthy lifestyle and to be physically active. Children enjoy daily walks and trips to local parks and grassed areas to look for bugs.
- Parents speak highly of the childminder and her assistant. They say that their children are excited to attend, and they feel very well informed about their child's day. They receive regular updates regarding their children's learning, including support for learning at home. Parents indicate that when they share their views, these are acted upon. For instance, following recent feedback from parents, menus were changed slightly to enable families to share their evening meal together.
- The childminder is enthusiastic about her role. She supports and monitors her assistant well. She places a high priority on their professional development and targets training for them to attend that supports children's learning. The childminder and her assistant are keen to introduce ideas to the setting to enhance children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge and understanding of their responsibilities to keep children safe. They know the procedures to follow and the people to contact, should they have concerns about a child's safety or welfare. The childminder knows how to report any allegations made against herself or her assistant. She supports her assistant to keep her knowledge up to date. The childminder ensures ongoing suitability for those working with children. She carries out daily risk assessments of the indoor and outdoor environment. The childminder and her assistant keep children safe when on outings, by assessing potential hazards and minimising these.

What does the setting need to do to improve?

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

- strengthen opportunities for children who speak English as an additional language to use their home language in play

- engage further with children at their chosen play to enhance their learning opportunities.

Setting details

Unique reference number	EY272993
Local authority	Greenwich
Inspection number	10120383
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	20 November 2015

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Bexley. The childminder operates Monday to Friday from 7.30am to 6.30pm all year round. She works with an assistant and has a level 3 qualification in childcare. The childminder offers early education funding for children aged two, three and four years.

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Parents shared their views of the setting.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the ongoing suitability of her assistant.

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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