

Childminder report

Inspection date: 6 September 2024

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

The childminder builds positive relationships with children. She provides a home-from-home environment for all children, and supports their learning well, overall. The childminder is very calm, kind and caring in her approach. This helps young children to feel safe and secure, and promotes their emotional well-being. For example, when children arrive, they soon settle to activities they enjoy, with the childminder's sensitive support.

The childminder plans many opportunities to help to develop what children already know and can do, and what they need to learn next. She helps to promote children's communication and language development to a good level. For instance, she introduces new words, such as 'curved' and 'station master', to help to extend children's vocabulary. Children concentrate as the childminder helps them to fix train track pieces together. They work out the basic concept of magnets and show problem-solving skills when they correctly put wooden trains together. They are enthusiastic learners.

The childminder manages children's behaviour very sensitively, to help to successfully support their good behaviour. She calmly distracts children and always explains that their actions have consequences. This helps very young children to begin to manage their feelings and behaviour. When children occasionally struggle to regulate their behaviour, the childminder is extremely supportive to help to meet their individual needs. The childminder has high expectations for children's behaviour, and helps to keep them safe.

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

- The childminder provides a varied curriculum to ensure that children benefit from meaningful opportunities to meet their needs, and to help them focus on their learning. For instance, she provides a variety of mark-making tools and malleable materials to help to develop children's small muscles and coordination. Children enthusiastically make marks to represent the childminder's pet dog. They point to their marks, smile and say 'Buddy'.
- Children benefit from nutritious meals every day to help promote their good health. For example, they enjoy a bowl of freshly cooked porridge when they first arrive, to help boost their energy. The childminder regularly encourages children to drink water to help to keep them hydrated. The childminder's effective care routines and daily experiences help all children to feel settled and emotionally secure.
- The childminder skilfully enhances children's speaking skills. For example, she positively interacts with children, frequently points to pictures and objects, and uses single words. Children keenly respond with babbles, smiles and single

words, and they make progress.

- Children benefit from lots of planned outings to help to promote a healthy lifestyle. For example, the childminder plans visits to toddler groups, farms and parks, which also help to support children's sense of belonging in the community.
- The childminder plans frequent trips to local libraries and children's centres. This helps to promote children's social skills and understanding of people, families and communities beyond their own.
- The childminder uses assessments of children's development to check what children know and can do, to inform her curriculum and enhance children's learning. However, she has not considered sharing required assessments with other professionals, so that children with gaps in their learning receive specific and targeted support to help them make even greater progress.
- Engagement with parents is effective. For example, the childminder works in partnership with parents to manage children's behaviour and help to support toilet training, for a consistent approach. Parents praise the childminder. They comment that she is 'an incredible childminder' and that their children 'truly thrive' in her care.
- The childminder knows what she intends children to learn so that they are ready for the next stages in their learning and for starting nursery or school. For example, she teaches them self-awareness, social skills and to be independent and confident learners. However, the childminder has not considered ways to increase communication with teaching staff when children move on to nursery or school, to help to support greater continuity in children's learning.
- The childminder understands the importance of continuous professional development, and identifies areas that she can improve. For example, she has identified further training to help her to support children with special educational needs and/or disabilities, and to develop her skills to promote positive behaviour.

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:

- strengthen knowledge of when and who to share required assessments with to help to enhance a targeted approach and promote positive outcomes to an even higher level
- develop communication with teaching staff at settings that children move on to, to help to strengthen engagement with other professionals and provide even

greater consistency in children's care and learning.

Setting details

Unique reference number	EY315686
Local authority	Greenwich
Inspection number	10351453
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	10 September 2018

Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Greenwich. The childminder operates her childminding provision from Monday to Thursday, 7.30am until 6.30pm, during term time only. The childminder has a childcare qualification at level 3. She receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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