

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 arrive to a warm homely environment. They enjoy spending time with the childminder, who they build close and secure relationships with. This helps to raise their self-esteem and confidence. The childminder has high expectations of children, and they behave well. Children demonstrate this by being happy and content in her home and quickly say 'goodbye' to their parents or carers. They then spend time with the childminder, who provides different activities each day and gives children time to engage in free play.

The childminder values children's well-being and gives them her full attention by getting down to their level and responding to their needs. She also offers children lots of praise and encouragement. This helps children to develop a strong sense of self and to develop their emotional security. For example, they warmly hold out their arms to the childminder when they need some comfort.

The childminder encourages children to lead their play and make their own choices and select the resources they wish to use. Children do this with confidence and become extremely engaged in different activities, which help them to learn and develop a variety of skills. For example, young children enjoy playing a matching pairs game, where they are able to use their physical skills to pick up the cards, take turns, match pictures and communicate what they are doing and why.

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

- The childminder knows what she wants children to learn and aims to prepare them for school or the next stage in their learning. She does this by observing and getting to know children well and then planning meaningful activities that allow them to move on. Children develop their communication skills and hold conversations with the childminder, who asks questions and models vocabulary for them. For example, as children watch a video about plants growing, the childminder points out to children that the petals are opening.
- Overall, the childminder encourages children to be independent. She helps children to learn how to use the toilet and put on their own coats and shoes. However, on some occasions, the childminder quickly does things for children, instead of allowing them more time to try and do things for themselves.
- The childminder forms good relationships with parents, who often return to her with younger siblings. She shares information through daily exchanges about their child's learning and progress. Parents comment on how the childminder always goes above and beyond. They say she gets to know their children extremely well and that they work with her as a team to support their child. Parents feel that the childminder's home is safe and secure, and they are happy to leave their child in her care. They also say that their children's confidence has

really grown since being in the setting.

- Children learn about the world around them. They explore the local area and visit play centres and parks. When children go out, the childminder uses this as an opportunity to develop children's skills in using technology. For example, children use self-checkout tills in shops or press the buttons at the traffic lights. The childminder understands the importance of cultural capital and aims to offer children new and different experiences to what they are used to.
- The childminder has lots of knowledge and experience of working with children over a number of years. She understands how children learn and has kept the required training up to date. The childminder has addressed the recommendations that were raised at her previous inspection by forming partnerships with other settings and childminders. However, she does not focus on attending training on a regular basis to enhance her practice even further.
- The childminder sequences children's learning well. For instance, she develops children's understanding of mathematical concepts by getting them to look for numbers then match them and say the number, before moving on to counting different amounts of objects. The childminder repeats this process across a range of different activities. This helps children to rehearse their skills often and build up their understanding over time.
- The childminder gives children appropriate rules and boundaries, such as by helping them to understand why they do not run inside. She has high expectations of children, and they respond positively towards her. The childminder also encourages children to be kind, take turns and share with each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She makes daily checks of her home to ensure that it is safe for children to use. The childminder has fire procedures in place, which she practises with children to ensure that they know what they should do in the event of a fire. The childminder makes sure that checks are made on all household members and other adults to check their suitability. She supervises children well, for example, when they are using technology or feeding animals. The childminder recognises the signs and symptoms of abuse and who to contact if she has concern about a child's welfare and well-being.

What does the setting need to do to improve?

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

- focus professional development opportunities to strengthen practice even further
- develop children's independence and allow them even more opportunities to do things for themselves.

Setting details

Unique reference number	EY319695
Local authority	Greenwich
Inspection number	10308193
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 March 2018

Information about this early years setting

The childminder registered in 2006 and lives in Plumstead, London. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Louisa Parker

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 inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents and took into account their views.
- The inspector looked at relevant documentation and reviewed the suitability of the members of the household.
- The childminder and the inspector discussed the childminder's intentions for children's learning.

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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