

Childminder report

Inspection date: 1 December 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 busily explore the childminder's home. She expertly prepares the learning environment for them. This allows children to make independent choices in their play. The childminder is kind and caring. She is patient and has a good rapport with children. Children seek the childminder out for hugs, cuddles and high fives.

Children learn the difference between right and wrong. This is because the childminder communicates firm and fair boundaries. Her consistent approach ensures that children learn to follow the routines. Young children willingly tidy up their toys. They learn to remain seated at mealtimes.

The childminder is a skilled childcare practitioner. She consistently labels children's actions and the toys which they play with. Older babies babble intentionally and learn to copy real words. They learn the importance of using 'kind hands' and how to play and interact positively with others.

The childminder has high expectations for what children can achieve. She praises their efforts and encourages them to concentrate and complete tasks. The childminder gets to know children's individual interests and personalities. This enables her to pre-empt what older babies want and need.

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

- The childminder encourages children to sing songs and learn nursery rhymes. She introduces early number language by consistently counting aloud as children stack jumbo blocks. The childminder encourages children's imaginary play by building and extending a narrative as they play in the home corner.
- The childminder encourages children to develop an interest in books and stories. She provides feely, hardback books and uses words, such as 'rough' and 'soft', as children learn to feel different textures.
- Children learn independence skills as they play. The childminder encourages children to dress soft toys and dolls. She knows that this helps children to learn aspects of their own self-care. Children learn to use cutlery to feed themselves. The childminder models and supports this expertly. She sits and eats with children at mealtimes.
- The childminder ensures that children play safely in her care. She makes ongoing risk assessments of her home and all children's activities. For example, the childminder ensures that her stairgates are fit for purpose. She quickly identifies trip hazards and clears them to prevent accidents. The childminder makes sure that children are fully supervised at all times.
- Children enjoy regular opportunities to play outdoors. The childminder takes children to the park to access equipment, such as swings and slides. Children

enjoy exciting water play. They have further opportunities to hear familiar songs during rhyme-time activities at the local library. During these visits, children learn to socialise with other children.

- Parents are happy with the good standard of care the childminder provides. The childminder is approachable and has good relationships with parents. Parents recognise the developmental progress that their children make. They receive detailed daily feedback regarding their children's activities from the childminder.
- The childminder observes children closely. She assesses what they know and accurately determines what they need to learn next. However, she does not share children's next steps in learning with parents. This leaves parents unaware of what they can do to support their child's learning at home.
- The childminder knows the strengths of her practice. These include her good promotion of children's language, communication and confidence. The childminder is committed to continuous improvement. She has incorporated lots of good practice, which she has learned from working temporarily in other childcare settings, and applied this to her childminding practice. For example, the childminder knows effective strategies to engage children. She understands that children respond well when activities match their interests. The childminder uses these interactively to encourage children's involvement and broaden their interests further.
- The childminder's written safeguarding policy is incomplete. It does not contain details of the action she must take in the event of an allegation being made against her. Nevertheless, there is no risk to children. The childminder knows the procedure she must follow should an allegation be made.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise the signs of abuse and neglect, and what to do if she becomes concerned about a child's welfare. The childminder has a secure understanding of a range of safeguarding issues, including the risks that children may face from radicalisation or female genital mutilation. The childminder's premises are safe, secure and clean.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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update the written safeguarding policy so that it includes an explanation of what action must be taken in the event of an allegation.	15/12/2022
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To further improve the quality of the early years provision, the provider should:

- share children's next steps in learning with parents so that they know how they can support their children's development at home.

Setting details

Unique reference number	EY358743
Local authority	Greenwich
Inspection number	10235123
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Greenwich. The childminder offers care all year round, from 7am until 6.30pm, Monday to Friday. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Olivia Awolola

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 interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke to a parent over the phone.
- The childminder provided the inspector with a sample of key documentation, including her safeguarding policy 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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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