

Childminder report

Inspection date: 26 October 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

The childminder builds warm relationships with children and their parents. Children benefit from the childminder's shared approach with their parents. The childminder gives cuddles and warm support when children find it difficult to separate from their parents. Older children recognise when their younger friends are upset. They offer them toys to help soothe them. The childminder often speaks with children about important family members and encourages comfort items from home. She helps quiet children to develop their confidence and social skills.

The childminder provides children with accessible and engaging resources. This helps children to develop important skills as they carry out their play ideas. For example, children who are less confident speakers use more language during role play with their friends. The childminder encourages children to recall activities and events that they enjoy. Older children demonstrate very effective speaking skills. The childminder encourages younger and more quiet children to interact and communicate effectively with others.

The childminder plans real-life experiences that contribute well to children's understanding of events beyond their immediate environment. For example, children excitedly speak about a recent farm visit and are eager to decorate the pumpkins that they picked while there. The childminder provides good support for children to develop positive attitudes to learning. This prepares children well for school and for a successful future.

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

- The childminder responds promptly when areas for development are identified. She evaluates her teaching practice effectively. For example, she has relocated the book area and created a cosy space for children nearby. Children now have increased opportunities to choose stories for shared reading. They enjoy looking at books independently from an early stage. Arrangements to support the professional development of the childminder's assistant are less well developed.
- The childminder implements an effective curriculum. She provides sequenced learning opportunities for children and has a clear approach to teaching. The childminder introduces further challenge to children as they play. For example, she introduces mathematical language and concepts as children build with interlocking bricks. Children show high levels of engagement as they count and compare.
- The childminder understands how children learn best. She considers children's interests and prior knowledge as she plans activities. For example, children who have pets at home practise their language skills as they organise vet appointments during role play. Children show care and develop empathy as they

pretend to look after sick animals.

- The childminder makes good use of community resources to extend children's learning. Children increase their communication skills as they enjoy sing-and-sign sessions at the local library. They develop their social skills and make wider friendships during visits to local groups. Children enjoy a wide range of frequent outings, such as visits to historic buildings.
- The childminder supports children to behave well. She role models positive interactions and helps children to understand the impact of their actions. The childminder is attentive. She recognises when quiet children would benefit from more focused time with her. Children play well together, share resources and take turns. This contributes to the positive attitudes to learning that children demonstrate.
- The childminder works effectively with parents. She shares accurate assessments of children's learning and helps parents to understand how this can be supported at home. The childminder is aware of what children learn at school and plans activities that complement this in her setting. This shared approach contributes well to a good and consistent quality of education for children.
- The childminder helps children to understand how to maintain and look after their health. For example, children mimic toothbrushing routines during stories about personal care routines. The childminder encourages children's independence. Children wash their hands, trim strawberries, peel satsumas and clean tables before snack time.
- Parents appreciate the regular communication with the childminder about their child's experiences. They notice the progress that children make with their language development. Parents value the many local outings and groups that their children enjoy. The childminder and children speak often about their family members. However, some children have fewer opportunities to recognise their languages and backgrounds as they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to update her safeguarding knowledge. She knows how to recognise and respond to concerns about a child's welfare, and where to seek safeguarding advice and support. The childminder is alert to risks to children, such as the unsafe use of technology, social media or exposure to extreme views. The childminder has taken action to ensure her premises are secure and safe. She manages risks effectively while on outings. Children learn how to look after themselves and stay safe. The childminder maintains accurate records of children's attendance. She records and shares information with parents about children's accidents and personal care.

What does the setting need to do to improve?

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

- strengthen arrangements to support the assistant's professional development
- broaden opportunities for children to recognise and share their languages and background, and to value what makes them unique.

Setting details

Unique reference number	EY359570
Local authority	Greenwich
Inspection number	10309155
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	6
Date of previous inspection	5 June 2018

Information about this early years setting

The childminder registered in 2007 and lives in the Royal Borough of Greenwich. The childminder works all year round, from 7.30am to 6pm, Monday to Friday. She receives funding for the provision of free early education for children aged three and four years. She offers a school drop-off and pick-up service and sometimes works with an assistant.

Information about this inspection

Inspector

Kareen Jacobs

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and 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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