

Childminder report

Inspection date: 26 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder's home is well organised with a wide range of resources and toys that children can access and enjoy playing with. Children confidently choose what they want to play with and happily share toys with their friends. The childminder interacts well with children and builds strong and trusting relationship with them. Children demonstrate that they are happy and feel safe in her care. The experienced childminder has high expectations for children and they behave extremely well. Older children are superb role models and respond sensitively and positively to younger children. For example, an older child is sympathetic when a younger child accidentally knocks over her intricately built structure, and rebuilds it without complaining. Children are thoughtful and kind to each other. They eagerly follow the daily routine and are aware of what they need to do, with minimal adult support. Children show awareness of how to keep themselves safe. For example, they hold the handrail when walking upstairs. The childminder encourages children to talk about their interests and experiences. They engage in interesting discussions and the childminder uses effective questioning techniques to develop their language skills. Children are effective communicators and have a wide range of vocabulary.

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

- Children play together harmoniously and are respectful to each other. They develop their concentration and make connections to real-life experiences as they eagerly play with small-world resources and construction materials. For example, children arranged numerous cars in a straight line and said that it represented 'traffic'. The childminder gives them praise for their effort and achievement, which helps to develop their confidence and self-esteem.
- Mathematics is skilfully incorporated into daily activities. The childminder uses simple questions to promote children's understanding of numbers, counting and names of shapes. For instance, during snack time, children slice bananas, count the pieces and share them equally between their friends. This helps to support their mathematical knowledge and skills.
- During reading sessions, younger children sit on the childminder's lap and carefully turn pages of the book. She reads with huge enthusiasm and names objects and characters. Interesting words are introduced into children's vocabulary, such as 'sooty'. Younger children communicate using single words and older children use full sentences. Children benefit from the childminder's passion and motivation to support their communication and language skills.
- The childminder provides children with healthy and nutritious meals and snacks. She considers their allergies and any special dietary requirements. Children are encouraged to wash their hands before meals and after using the toilet. However, the childminder does not consistently help children to understand the

benefits that eating healthy food can have on their bodies and why developing healthy lifestyles is important for their good health.

- Parent partnerships are strong. Parents praise the friendly and caring childminder and say that their children grow into confident individuals in her care. She provides detailed daily feedback to parents about their children's care routines and experiences. These positive interactions promote an effective two-way communication and offer children a good level of continuity of care and learning.
- Children enjoy varied and interesting trips and visits in the local and wider community. For example, they visit playgroups, libraries, playgrounds, parks, forest schools and museums. This gives them opportunities to use their physical skills, develop their social skills and build wider friendships. Children are sociable and polite.
- The childminder is an inspiring role model. She interacts spontaneously with the children and observes them during play. However, at times, the childminder does not always use her observations of children's achievements well enough to assess all aspects of their development, in order to identify any possible gaps in their learning. Overall, children make good progress in their learning from their starting points.
- Continuous professional development is highly valued by the childminder. She attends a wide range of training courses to help improve her practice and support children's welfare. The childminder plans to achieve a higher qualification and develop her knowledge of the needs of children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to keep children safe, including ensuring they are adequately supervised. She attends regular safeguarding and first-aid training. The childminder reviews her policies and procedures regularly to ensure they are kept up to date with any changes. She has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child or allegations against herself or a member of her household. The childminder undertakes regular risk assessments to identify and minimise potential hazards.

What does the setting need to do to improve?

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

- enhance opportunities for children to develop their understanding of the benefits that eating healthy foods can have on their bodies and why developing healthy lifestyles are important

- extend assessment systems further to focus even more on identifying possible gaps in children's achievements and support their learning to a higher level.

Setting details

Unique reference number	EY362507
Local authority	Greenwich
Inspection number	10137913
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 May 2016

Information about this early years setting

The childminder registered in 2007 and lives in Greenwich, London. She operates from 7.30am to 6pm, Monday to Friday, all year round. The childminder provides free early education for children aged two, three and four years. She holds a recognised early years qualification at level 3.

Information about this inspection

Inspector

Yemi Afolabi

Inspection activities

- The inspector completed a learning walk with the childminder to understand how the provision and curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector looked at a selection of documents, including evidence of suitability checks carried out on people living at the childminder's address.
- The inspector tracked children's progress and sampled their learning and developmental records.
- The inspector took account of the views of parents through written testimonials.

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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