

Childminder report

Inspection date: 10 November 2021

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Babies and toddlers settle quickly into the childminder's warm, welcoming and safe home. Children are confident and choose what they want to play with from the range of toys and resources on the low-level shelves. Babies feel the shapes of brightly coloured objects and spend time putting these in and out of a container. This develops their concentration and coordination. Toddlers build upon their newly acquired walking skills by jumping in and out of pop-up tents and crawling through play tunnels. They laugh with excitement when the childminder plays peekaboo as she urges them to move forward. The childminder has high expectations for all children, and they are keen to have a go with new experiences. The childminder provides challenges to help them achieve their goals. They persevere and succeed, for example in their efforts to hold paint sticks and use them correctly. Children are happy. They give the childminder hugs to show their affection. The childminder reciprocates, and always responds with cuddles when babies seek her attention. The childminder follows children's interests and provides a high level of interaction. For example, children love to hear stories, where the childminder brings the characters to life. The childminder gives children time to take part with actions and respond. This supports children's early speaking. Babies listen to the childminder's soothing nap-time songs that relax them when they are tired.

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

- The childminder plans her curriculum based on the needs of the children in her care. She knows how the COVID-19 pandemic, together with the major changes to her home, affected children's routines, attendance and overall progress during this time. The childminder focuses on the areas for improvement well to ensure that children do not fall behind.
- The childminder encourages children to help themselves to the toys that appeal to them. Children play with percussion instruments and listen to the sounds. The childminder takes children on outings each day to the park for outdoor exercise and to explore nature. However, there are few natural, everyday objects available indoors, to allow children to experiment with different textures and patterns in their play.
- The childminder introduces cultural events appropriate to children's age and stage of development. She discusses children's backgrounds with parents, so that she is able to make her provision fully inclusive for all children.
- Parents speak warmly of the childminder and value the service she provides. The childminder keeps them informed about the daily activities and includes photos of what children do. However, the childminder does not fully involve parents in her assessments of children's progress and achievements to support children's learning at home.
- The childminder provides activities that challenge children's thinking and

learning. For example, when children become disheartened when they find block building difficult, the childminder encourages them to try again so they can see the sequence of blocks. The children smile with pride when the childminder praises them for trying.

- The children play in a clean, well-maintained environment. The childminder's relaxed, calm approach allows children to take their time when completing everyday tasks, such as washing hands. The childminder encourages the children to be independent and provides safety steps, so they can reach the basin with ease. Babies and toddlers enjoy feeding themselves, and the childminder encourages them to practise these skills at their own pace.
- Children are very fond of the childminder. They behave and respond well to her requests and suggestions. The childminder is sensitive to children's emotions. She anticipates when they are tired or hungry, and prepares well to ensure they keep to their routines. Consequently, the children are content and happy. They develop confidence in their social skills, and form close relationships with other children.
- The childminder reflects on her practice and ensures she updates her knowledge with current childcare requirements. She accurately identifies areas where she may need additional support and guidance, such as supporting children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs that a child may be at risk. This includes being at risk from the wider issues, such as harmful websites, social media and others who may radicalise children's thinking. The childminder has clear child protection procedures, and knows what to do if she has any concerns about children's welfare. The childminder carries out a rigorous risk assessment of her home. She shares this with parents, particularly during the COVID-19 pandemic, so children understood the changes to keep them safe.

What does the setting need to do to improve?

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

- widen the range of natural everyday resources for babies and toddlers to feel, make patterns and experience different textures
- share more information with parents on children's assessments and progress, so they can continue children's learning at home
- increase knowledge of the procedures of how to support children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY367848
Local authority	Greenwich
Inspection number	10137920
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 2008 and lives in the London Royal Borough of Greenwich. She operates her service most of the year from 8am to 6pm, Monday to Friday. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Gill Cubitt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk and discussed how the curriculum and resources support children's learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector and childminder discussed outcomes for children during a joint evaluation of an activity.
- The inspector reviewed a sample of the childminder's documentation, and held discussions with the childminder on required documents, such as attendance records, accident and medication reports.
- The inspector listened to the views of a parent and took these into account on the day of the inspection.

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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