

Childminder report

Inspection date: 16 March 2020

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

What is it like to attend this early years setting?

The provision is good

Children are extremely happy, settled and secure. They benefit from the welcoming and homely environment the childminder provides. The childminder finds out detailed information about children before they start. She uses this knowledge to tailor settling-in sessions to support children's emotional well-being. Children form very strong attachments with the childminder and their peers. This helps children to grow in confidence and develop a strong sense of belonging. Older children show kind and considerate behaviour. They offer support to younger children with self-help skills and give them praise for completing tasks. Children behave extremely well. They use good manners and show respect to others. Children learn about other cultures and what makes them unique. The childminder is kind and caring and role models positive behaviour. She teaches children right from wrong. Children listen exceptionally well and follow instructions. For example, they understand the increased need to keep themselves safe. The childminder embeds excellent hygiene practices into daily routines. Children and all visitors regularly wash their hands and follow guidelines. The childminder skilfully supports children to learn about feelings and emotions. They are encouraged to talk about how they feel, understand other's points of view and extend their emotional literacy.

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

- The childminder is extremely passionate about her role. She strives to provide children with the best possible early years experiences. She regularly reviews her practice and uses research to make changes that benefit the children. For example, the childminder has reorganised her resources to promote an 'invitation to play'. This has enabled children to increase their independence, explore and investigate as they make choices. The childminder uses these opportunities effectively to build on children's existing knowledge and extend their learning further.
- The childminder uses observations and assesses children's development accurately. She monitors progress and ensures any gaps are identified and addressed as quickly as possible. Children make good progress from their starting points and are prepared for subsequent moves to school. The childminder plans activities that incorporate children's interests and help them achieve their next steps in learning. She shares these with parents verbally. However, systems are not consistent to ensure home learning is fully supported and reinforces the childminder's future planning.
- Teaching is strong. Children fully engage in activities and show a positive attitude to learning. They excitedly take part in making fruit smoothies. Young children follow a recipe and independently prepare the ingredients. For example, they peel and slice bananas and wash and chop strawberries. Children's mathematical skills progress well. The childminder encourages children to make

predictions of whether bottles are heavy or light as they pour milk from different-sized bottles. Children use scales to measure and count confidently.

- The childminder fully supports children's love of books. She enthusiastically shares stories and captures children's learning. Young children snuggle close to the childminder and listen well. The childminder skilfully differentiates learning and engages children to extend their individual abilities. Children eagerly develop their literacy skills. They identify letters in their names and sound out words phonetically. The childminder initiates meaningful conversation. She asks questions to encourage thinking and introduces new vocabulary to help children extend their sentences.
- The childminder interacts with children exceptionally well. She teaches them to manage risk and how to use resources safely. For example, older and younger children demonstrate their understanding of road safety on the walk to school. They check to see if the road is safe before crossing with the childminder. Younger children are supported to become independent and take responsibility. They use knives and understand they need to be careful when using scissors. Children learn about hot water and washing their hands after touching animals.
- The childminder promotes partnership working. She shares information with other settings children attend. Parents state their children are happy and settled and they value the excellent service the childminder provides. The childminder has an established programme for continued professional development and high expectations for children. She uses her increased knowledge and skills to raise the quality of teaching to a high level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She ensures the environment is checked and maintained, with any hazards minimised for children to play safely. The childminder has robust safeguarding procedures in place and keeps her training up to date. She can identify signs that could indicate a child is at risk of harm or neglect. The childminder knows the professionals to contact and procedures to follow if she has any concerns about a child's welfare. She ensures children are supervised and her first-aid qualification is valid. She completes suitability checks for all the adults in the household.

What does the setting need to do to improve?

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

- develop further ways to include next steps and encourage parents to share their children's learning, to support continuity between home and the childminder's setting.

Setting details

Unique reference number	EY370972
Local authority	Greenwich
Inspection number	10074089
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 9
Total number of places	5
Number of children on roll	5
Date of previous inspection	15 January 2016

Information about this early years setting

The childminder registered in 2008 and lives in the London Borough of Greenwich. She offers care from 8am to 6pm, on Monday, Tuesday and Thursday, throughout the year. The childminder has a relevant childcare qualification to level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector spoke to parents and read feedback, taking account of their views.
- The inspector sampled some documentation, including children's learning journals, qualifications and suitability checks.
- The childminder and inspector held discussions at appropriate times during the inspection.
- The childminder and inspector completed a learning walk and discussed how the curriculum is delivered.
- The childminder and inspector evaluated a planned activity and discussed the quality of teaching.

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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