

Childminder report

Inspection date: 3 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	Good
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What is it like to attend this early years setting?

The provision is good

Children form warm bonds with the childminder. They respond well to her cuddles and reassuring approach. They play confidently in the presence of unfamiliar adults. Children who attend other settings, and those who need additional support, benefit from the partnerships that the childminder establishes with others involved in their care. Children feel happy, safe and secure. For example, they laugh and giggle as the childminder plays with them. Children engage with planned activities that take account of their interests.

Children receive good encouragement to interact with others and enhance their communication skills. They develop an emerging understanding of technology and its uses. For instance, the childminder shows children familiar characters and stories online. Children are encouraged to develop healthy lifestyles. They enjoy nutritious snacks, and build stamina as they walk to and from school. Children experience food from other communities and discuss their backgrounds. They participate in activities that acknowledge different religious and cultural events, such as Diwali and Bonfire Night.

Children engage with challenging learning experiences away from the childminder's home. For example, they understand how to safely handle tools, and learn about the natural environment during forest school sessions. Children enjoy local outings and have opportunities to socialise in wider friendship groups. The childminder helps children to build on what they know. Children engage with learning experiences beyond their immediate environment. They are well prepared for their next stages in learning and for school.

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

- The childminder shares initial and ongoing information with parents effectively. She uses technology well, to regularly update parents about their child's learning experiences and achievements. The childminder gathers information about what children do when they are away from her setting. This helps her to plan activities based on what children know and can do.
- The childminder works well with other professionals. Children's moves on to school are well planned. The childminder shares useful information about children with school and nursery staff. This helps other professionals to prepare well for new children, and understand how they learn best.
- The childminder offers children good opportunities to learn more about the wider world. She makes good use of resources in her community to extend children's learning. Children further develop their interest in books and stories during library visits. They behave well and acquire positive social skills, for example as they visit local groups.

- The childminder helps children to develop their communication and language. She gets down to children's level before speaking. The childminder encourages children to mimic actions and sounds, and allows them plenty of time to make their choices known. The childminder speaks with children frequently about what they do, and names items that they use. Children who need extra help to communicate demonstrate positive interactions.
- The childminder uses children's interests to plan activities that they engage with. For example, children who need extra help with their learning concentrate and focus for extended periods as they make marks on paper. Although the childminder considers children's interests well, she does not plan a broad range of activities or resources for children to explore and enjoy.
- The childminder tailors her service to meet the individual needs of children and families. For example, she has a flexible approach to help children to settle in and works with parents to achieve successful toilet training. The childminder implements agreed care routines, such as arrangements for children's rest and sleep, effectively.
- The childminder understands the impact of the COVID-19 pandemic on children and families. She reviews her procedures to help to keep children and families safe. For example, the childminder has introduced electronic registration for new starters. However, changes to the way some records are now stored makes them less easily accessible than others.
- Parents speak highly of the care that their children receive. They comment that they feel reassured and confident about the service the childminder offers. Parents value the accessible and useful information and advice that the childminder shares with them.
- The childminder shows a commitment to her professional development. She is ambitious for children and updates her knowledge about how to deliver an effective curriculum. She uses her links with other practitioners, advisers and relevant organisations to keep up to date with current developments. This contributes well to the good service that she maintains.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge. She has a good understanding of the potential risks posed to children, including exposure to extreme views, domestic abuse or substance misuse. The childminder is confident to recognise when a family may need additional support. She knows how to respond if a child is at risk of abuse or neglect, including if an allegation is made against her. The childminder knows how to seek safeguarding advice and support, and works effectively with relevant agencies. She implements her procedures, such as risk assessments and frequent handwashing, effectively. The childminder maintains accurate records of children's attendance. She knows how to respond in a medical emergency.

What does the setting need to do to improve?

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

- broaden the range of activities and resources available for children to explore, investigate and develop their curiosity
- review the arrangements for storing information about children.

Setting details

Unique reference number	EY399316
Local authority	Greenwich
Inspection number	10074319
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	3 to 3
Total number of places	5
Number of children on roll	1
Date of previous inspection	29 February 2016

Information about this early years setting

The childminder registered in 2009 and lives in the Royal Borough of Greenwich. She operates all year round from 8am to 6pm, Monday to Friday. The childminder offers funded early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

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 her evaluation of the provider.
- The childminder showed the inspector around areas of her home used by children, and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector considered the views of parents as part of the inspection.
- Documents were reviewed. These included evidence of the childminder's suitability to work with children, and the suitability of household members. The inspector also looked at relevant policies and evidence of the childminder's professional development.

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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