

Childminder report

Inspection date: 22 March 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

Children are busy in the childminder's home. They enjoy a variety of focused activities that help them to solve problems. For example, the children hide toys under coloured cups with the childminder. They watch and listen as the childminder explains how to play the game. After the childminder checks that children understand, they take it in turns to hide the objects under a cup. Children excitedly show that they understand. They celebrate their achievements.

Children are learning new words and using them in their play. They practise using new vocabulary in different contexts. This helps children to understand what new words mean. For example, children learn the names of colours. They say the colour names as they sort pom-poms into different containers. Children move on to another activity, where they match coloured hoops with cones. They repeat the new language they learn. Children learn to hold conversations with the childminder and each other.

Children show high levels of happiness. The childminder helps them to make friends with other children. Children chat confidently to their friends. When children find things tricky, they help each other. For example, when children match the wrong colours together, they laugh and try again. Children have high self-esteem. They feel safe and ready to learn in the childminder's home.

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

- The childminder designs a curriculum that is ambitious for all children. She understands the range of skills that young children need to learn. The childminder plans opportunities for children to learn about numbers and solve problems. She provides opportunities for children to hear stories and practise their writing skills. Children are well prepared for the next stage of their education.
- The childminder finds out what children know and can do. She teaches them new skills by planning challenging activities. However, children do not always have enough opportunities to make choices about what they want to play with. Children are not always fully able to develop their own talents and interests.
- The childminder supports children's language skills effectively. She deliberately selects the words she wants children to learn. The childminder plans opportunities for children to use new words in their play. For example, children explore and name different shapes with the childminder. The childminder repeats shape names as children hold them. She asks questions such as 'Can you find another star?'. The childminder gives children plenty of time to respond. Children are developing their fluency and using longer sentences.
- The childminder knows that some children need additional help with their

learning. She understands how to work with parents to identify any gaps in knowledge. The childminder seeks support from experts for children that need specialist help. All children reach their developmental milestones.

- The childminder communicates well with parents. She gives them regular updates on what their children are learning about. This helps them to extend their children's learning at home. Parents say that children make good progress.
- The childminder plans some opportunities for children to develop their physical skills. For example, children go on trips to the local park and library. However, children do not spend time outside every day. They do not benefit from a wide range of opportunities to develop their physical skills.
- The childminder is reflective of her practice. She regularly undertakes training to help develop her teaching skills. The childminder has undertaken training to support children's speech and language development. This has helped the childminder to present information clearly to children. She is able to check that children understand. The childminder's teaching skills are continuously developing.
- The childminder understands that it is important for children to learn about others. She plans opportunities for children to take part in festivals from different cultures. For example, children celebrate Black History Month and learn about African countries. This helps children to understand about a range of different people. Children learn to respect differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the safeguarding issues that may affect children. She is able to recognise the signs that children may be at risk of abuse or harm. The childminder knows how to report her concerns to the appropriate authorities. She conducts regular risk assessments to keep children safe from harm. She regularly assesses hazards in her home. This helps children to keep safe.

What does the setting need to do to improve?

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

- develop opportunities further for children to be physically active outdoors
- improve opportunities for children to make choices about what they want to play with to help them develop their own talents and interests.

Setting details

Unique reference number	EY427271
Local authority	Greenwich
Inspection number	10276626
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 July 2017

Information about this early years setting

The childminder registered in 2011. She lives in Woolwich, in the London Borough of Greenwich. She works Monday to Friday, from 7.30am until 6pm, all year round.

Information about this inspection

Inspector

Kate Daurge

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 provider.
- 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 early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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