

Childminder report

Inspection date: 28 January 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 consistently show enjoyment and curiosity as they engage in a range of exciting activities. Children benefit greatly from ample time outdoors and plenty of fresh air. They are extremely motivated and eager learners, and behave exceptionally well. They show perseverance as they encounter difficulties, such as turning on a tap to add water to a mud kitchen, for example. Children's physical development and good health are promoted exceptionally well. The childminder provides many opportunities to help support larger muscle movement, coordination and challenge to meet children's needs. For example, young children eagerly climb low-level steps, use a slide and learn how to ride a tricycle. The childminder supervises children very well as they play indoors and outdoors to help keep them safe and secure. Children develop a tremendously positive sense of self and identity. Young children recognise pictures on their coat peg and the childminder encourages children to look in a low-level mirror she displays for them. Children build secure attachments with her and they feel tremendously safe and happy in her care. This helps support children's emotional well-being very effectively.

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

- The childminder uses self-evaluation to help her reflect on her practice and identify areas for improvement. She accesses a wide range of training opportunities to help maximise her skills and raise the quality of her teaching.
- The childminder promotes diversity through the curriculum, building on what children already know and can do. For example, children enjoy visits to a local mosque and celebrate Chinese New Year.
- Engagement with parents and other professionals is highly effective. The childminder assesses children's progress regularly and tells parents what children have achieved and what they need to learn next. Parents are kept well informed. The childminder gives parents ideas to support and extend their children's learning at home. She successfully provides teaching staff with an assessment of children's progress when they move on to school.
- Children benefit from a range of experiences across all areas of learning that excite and enthuse them. However, the development of their early writing skills is restricted because they do not have access to mark-making materials in all parts of the environment.
- The childminder consistently demonstrates good teaching skills. She makes good use of opportunities to promote children's learning. For example, she quickly responds to children who show an interest in books. She keenly talks about authors and reads books with energy and fun in her voice. Children eagerly recognised and counted picture cards of the food eaten by the 'Hungry Caterpillar'; this helped bring the story alive and promoted their early reading skills. However, an aspect of teaching already identified for improvement by the

childminder is to communicate more effectively with the quieter, younger children.

- The childminder successfully encourages children's creativity. For instance, children eagerly paint with a range of colours. They confidently recognise marks and changing colours when they mix paint together. At the same time, the childminder introduces new words to older children, such as 'symmetrical', to further extend their growing vocabulary.
- Children behave very well. The childminder successfully promotes her expectations for positive behaviour. Children respond well by managing their behaviour and sharing toys. Additionally, she sensitively helps children to calm down and to describe their feelings and emotions.
- Children benefit greatly from weekly outings and trips to help develop their social skills. For instance, weekly forest-school trips allow children to explore wildlife, experience changes in weather and take risks. To further extend children's play, she has created a new 'digging and discovery' area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and promote their welfare. She maintains up-to-date knowledge of safeguarding and wider child protection concerns through regular training. This helps her identify, understand and respond to signs of possible abuse and neglect and wider safeguarding concerns in a timely manner. The childminder clearly explains her role to protect children from extreme views and beliefs. She knows the correct local reporting procedures to raise her concerns about a child's safety and welfare. The premises are secure and the childminder carries out daily checks of the environments to ensure they remain safe for children to use.

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 access writing tools as they play in all areas of the environment
- communicate with younger, quieter children as effectively as with others.

Setting details

Unique reference number	EY453572
Local authority	Greenwich
Inspection number	10106586
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 August 2015

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Greenwich. Her opening hours are from 7am to 6.30pm, Monday to Friday, for most of the year. The childminder receives funding for free early education to children aged two, three and four years.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- Parents' comments were considered by the inspector.
- A discussion was held between the inspector and childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- A range of documentation and information was reviewed by the inspector, including evidence of the suitability of all persons living at the premises.

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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