

Childminder report

Inspection date: 3 August 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

The childminder creates an exciting play environment for children. She gets to know the children well and considers their interests when planning challenging activities. The childminder supports children to enjoy a range of sensory experiences by exploring paint and mud in the garden. Children are engaged in their learning and want to join in. They are inquisitive and excited to investigate their senses. The childminder explains clearly to children what to do, and praises their efforts when they are building new skills. When children find things difficult, the childminder supports them to persevere and try hard.

The childminder spends time talking to the children about their backgrounds. She praises their achievements and encourages them to share what they do with their families. Children feel a sense of belonging at the childminder's home. They go to her for cuddles and reassurance. In the main children behave very well.

The childminder plans an exciting range of opportunities for children to explore their community. They visit the farm, soft play and go to the beach. The childminder takes the children on the bus and train to visit different attractions. The childminder teaches the children listening skills. Children enjoy finding out about the world around them and how things work.

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

- The childminder creates a curriculum that considers the interests of all children. She works with her co-childminder and assistant to create activities that the children enjoy. Children are happy and want to join in, they have positive attitudes to learning.
- The childminder finds out what children know and can do. She uses her strong knowledge of child development to identify what children need to learn next. The childminder supports children to develop their skills over time. All children reach their developmental milestones.
- The childminder understands that some children may need additional support with their learning. She works effectively with a range of external experts to help children to access help where required. Children with special educational needs and /or disabilities reach the best possible outcomes.
- The childminder helps children to learn an increasing vocabulary. She teaches children new language in a way that they understand. The childminder supports children to learn the meanings of challenging words. Children are developing their confidence and fluency.
- The childminder understands that some children need additional help to regulate their feelings. However, she has not yet built a wide range of strategies for supporting all children to manage their emotions. On occasion children are not

given the help they need to manage their feelings themselves in the most effective ways.

- Care practices are effective. The childminder understands that is important for children to be independent and do things themselves. She helps children to hang up their coat and cut up their fruit for snack. Children develop confidence, they have high levels of self-esteem.
- Parents are happy with the care that children receive. They report that children enjoy coming to the childminder's home. Parents say that children talk to them about the exciting outings they have been on. They say that the information provided by the childminder helps them to extend children's learning at home.
- The childminder recognises the importance of promoting respect for other people. She teaches the children about a range of differences between themselves and others. The childminder encourages children to share their own cultural backgrounds and differences. Children learn a respect for and understanding of other people.
- The childminder understands that it is important for children to eat a healthy diet. She plans opportunities for children to cook food and to sit and eat together. Children try new foods and express their likes and dislikes. Children learn that healthy foods are good for them.
- The childminder is evaluative of her practice. She regularly arranges continuous professional development for herself and her assistant. This ensures that their knowledge and skills continue to build over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the range of safeguarding issues that may affect children in her care. She regularly arranges training for herself and her assistant to keep her knowledge and skills up to date. The childminder has a robust set of policies and procedures that help to keep children safe. She effectively shares these with her assistant. The childminder knows how to report her concerns about children's welfare to the appropriate authorities. She understands the action to take in the event of an allegation being made about an adult. The childminder carries out regular risk assessments to help ensure that her home is hazard free.

What does the setting need to do to improve?

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

- further develop a range of different strategies to support how children manage their own behaviour and self-regulate.

Setting details

Unique reference number	EY464328
Local authority	Greenwich
Inspection number	10301230
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	0 to 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	26 January 2018

Information about this early years setting

The childminder registered in 2013. The childminder works with another registered childminder in Sidcup, in the Royal Borough of Greenwich. The childminder works Monday to Friday, from 8am to 6.30pm. She provides funded early years education for children aged 2, 3 and 4 years.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure that those 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 about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents (the term parents could be replaced with grandparents, carers and so on, as appropriate) 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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