

Childminder report

Inspection date: 3 October 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy in this warm and caring setting. They eagerly engage in a wide range of stimulating learning opportunities. Children are confident and independent learners, displaying high levels of emotional well-being during their play. They have an excellent understanding of the routines and expectations within the setting. For example, young children choose activities that interest them and tidy up after themselves when they are finished.

The childminder creates a vibrant and interesting learning environment that aligns with her ambitious curriculum. She promotes the interests and needs of all children very effectively, including those with special educational needs and/or disabilities (SEND). Children are extremely engaged in their self-chosen play. They demonstrate significant focus and concentration when engaging with resources. For example, children focus intently as the childminder encourages them to use a knife to cut fruits and vegetables into small pieces for their snack. Children demonstrate that they feel safe and secure in the childminder's extremely nurturing care. Children make rapid progress from their starting points in development.

Children are highly confident communicators through their consistently high-quality interactions with the childminder and any assistants. Children have strong, warm relationships with the childminder and respond extremely well to her calm and respectful manner. Children demonstrate excellent behaviour. The childminder provides descriptive praise for children's achievements and efforts. This approach fosters children's exceptionally high levels of perseverance and resilience.

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

- The childminder has exceptionally high expectations of children and has a secure understanding of their interests. She uses this knowledge to organise a diverse range of stimulating outings within the local and wider communities. For instance, children visit the cinema, museums, beaches, libraries and playgrounds. As a result, children have numerous opportunities to interact with children in larger groups, which further enhances their exceptional social skills.
- Teaching is of an exceptionally high standard. Through careful observations, the childminder plans an excellent balance of child-initiated and adult-led activities. For example, during an adult-led activity, young children learn the names of insects, such as 'dragonfly', 'stag beetle' and 'grasshopper', and then identify the number of legs they have. The childminder supports children's vocabulary and counting skills exceptionally well.
- The childminder knows children and their families incredibly well. She completes comprehensive assessments through discussions with parents when their children enrol at the setting. Regular and precise assessments enable the

childminder to successfully and accurately identify children's abilities and their next steps in learning. For example, the childminder completes extremely thorough progress checks when children are aged between two and three years and shares these with parents. All children, including those with SEND, flourish and make remarkable progress in their learning and development.

- Children have fantastic opportunities to enhance their physical and emotional development. For example, the childminder provides children with daily outdoor play in the large garden. Children practise a variety of physical skills, such as riding wheeled toys, climbing on play equipment and making marks on the easel. They demonstrate remarkable concentration and focus as they play joyfully and cooperatively.
- Older children are extremely independent, while younger children have opportunities to attempt tasks for themselves. For example, younger children demonstrate significant determination and motivation as they attempt to put on their shoes and coats. The childminder teaches children about hygiene and its importance. Children understand that washing their hands before eating and after personal care routines removes germs.
- The childminder has an excellent understanding of how to promote healthy eating and lifestyles. She provides nutritious, home-made snacks and meals. Children have daily opportunities for fresh air, exercise and a wide range of specific learning activities related to the world around them. For example, the childminder takes children to food shops to buy exotic fruits, such as pomegranates, lychees and papayas. She helps children to learn about different foods eaten by people from various cultural backgrounds. Children share that they like the delicious food served and the vast range of well-planned activities on offer.
- The childminder continually reflects on her exemplary practice. She has a strong network of childminders who meet regularly to discuss good practice. The childminder undertakes extensive personal research to enhance her already exceptional practice. For example, she has implemented strategies to reduce her non-essential paperwork to spend more high-quality time with children.
- The childminder values the partnerships she has with parents. Parents provide overwhelmingly positive feedback about her services. They describe the childminder as 'diligent and knowledgeable' and are pleased with the progress their children make towards 'crucial milestones'. Parents comment that communication is excellent and their children are happy and thriving in the setting. The childminder offers extensive guidance to help parents to support their children's learning at home and in school. This approach contributes to excellent levels of continuity in children's care and education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY473443
Local authority	Greenwich
Inspection number	10354824
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 10
Total number of places	12
Number of children on roll	27
Date of previous inspection	7 November 2018

Information about this early years setting

The childminder registered in 2014. She lives in New Eltham, in the London Borough of Greenwich. The childminder operates Monday to Friday, from 7am to 5pm, all year round, except for bank holidays and family holidays. She works alongside another childminder and an assistant. The childminder provides government funded childcare for children aged up to two years.

Information about this inspection

Inspector
Yemi Afolabi

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector observed a planned activity and discussed the quality of education with the childminder.
- Parents and children 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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