

# Childminder Report

## Inspection date

28 March 2018

Previous inspection date

3 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The well-qualified and experienced childminder creates a bright, friendly and attractive learning environment for the children in her care.
- The childminder works closely with parents to ensure children, including babies, quickly settle and feel confident in their surroundings.
- Children make good progress from their personal starting points and achieve well. The childminder regularly assesses children's progress and uses the information well to identify the next steps in their learning and development.
- The childminder provides imaginative activities which motivate children well and ignite their curiosity. For example, children are keen to observe the worms in the wormery and learn how to care for them.
- Children behave well. They show care and tolerance towards others. Parents comment on the strong impact the childminder has on developing their children's self-confidence and social skills.
- The childminder keeps children safe from harm and helps them to learn how to play safely indoors and out.

### It is not yet outstanding because:

- The childminder does not consistently strengthen children's vocabulary and extend their language skills fully.

## What the setting needs to do to improve further

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

- strengthen strategies to extend and deepen children's vocabulary and emerging language skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation.
- The inspector took account of parents' views from written documentation.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibilities to protect children from abuse and neglect. She takes advantage of training and guidance to make sure her knowledge of child protection is up to date. She makes sure children play in a safe and welcoming environment, indoors and out. The childminder is keen to continuously improve the care and support she offers the children. She considers the views of parents and children carefully in planning future improvements. Parents appreciate the guidance she offers them, especially with children's emotional and welfare needs. The childminder works well with the staff of other settings that children attend to enrich children's learning and support continuous development.

### Quality of teaching, learning and assessment is good

The childminder accurately assesses children's starting points from her own observations and detailed information provided by parents. She uses this knowledge well to help children make a strong start. Activities are carefully planned to build on children's interests and lead them to the next steps in their learning. For example, children find out more about animals and insect names and sounds when they search for them in trays of foam, jelly or leaves. They enjoy studying them under magnifying glasses. The childminder enhances children's learning through a wide range of musical, creative and physical activities on their regular visits to playgroups and activities at the local library.

### Personal development, behaviour and welfare are good

The childminder helps children to develop their ability to act independently and make decisions for themselves. For example, they regularly choose the toys they would like to play with. Babies are helped to develop a strong awareness of their surroundings and to feel secure in familiar routines. The childminder encourages children to tidy up and sort their toys in the well-organised storage systems. The childminder helps children celebrate and appreciate their successes. For example, she displays their work around her home and fills the walls with photographs of their activities. Parents appreciate the contribution the childminder makes to children's health and well-being through effective support for weaning and toilet training. Children develop an appreciation of healthy exercise and activity through, for instance, frequent walks and visits to parks.

### Outcomes for children are good

The childminder prepares children well for their later learning, including starting school. Children learn to concentrate, follow instructions and persist in problem-solving activities, such as jigsaws or construction toys. Children develop their mathematical knowledge through, for example, sorting the cars they play with by colour and size. They learn to count with increasing accuracy when, for instance, they sing action songs or thread beads. Children develop their expressive and creative skills well through their role-play and musical activities.

## Setting details

<b>Unique reference number</b>	109814
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1126564
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 December 2015
<b>Telephone number</b>	

The childminder registered in 1993 and lives in the London Borough of Greenwich. She operates all year round, from 7am to 6pm from Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childminding qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

