

# Childminder Report

<b>Inspection date</b>	14 June 2018
Previous inspection date	12 November 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 childminder provides a safe, clean and stimulating home environment. Children experience a range of places, activities and communities. They gain a positive awareness of the similarities and differences between people.
- The childminder is affectionate and caring. Children form secure attachments with her and settle quickly into her care. She establishes clear routines and has high expectations for good behaviour. Children understand rules and boundaries from an early age.
- The childminder shares her activity plans for the week with parents and provides daily updates on children's progress when they are collected in the evening. She makes accurate assessments of children's development, to help them progress well.
- The childminder encourages children's language skills well through narrative and repetition of key words and phrases.
- The childminder effectively supports children's physical well-being. She promotes healthy eating with balanced, home-cooked foods and makes good use of opportunities to encourage active outdoor play.

### It is not yet outstanding because:

- Although children make good progress in relation to their starting points, it is not always clear how planning for the group reflects the needs of individual children.
- Children are not always able to reach the resources that interest them independently.

## What the setting needs to do to improve further

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

- strengthen the organisation of resources so children can easily reach those that interest them
- consider how individual children's learning and development can be reflected in activity planning.

### Inspection activities

- The inspector spoke to children and the childminder throughout the inspection.
- The inspector read written feedback left by parents.
- The inspector and childminder undertook a joint observation together.
- The inspector looked at documents relevant to the childminder's training, development and suitability to care for children.
- The childminder had a tour of all areas accessible to children both indoors and out.

### Inspector

Trina Lynskey

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder welcomes children into a safe, secure and clean home environment. She supports all areas of learning well. The childminder conducts a detailed settling-in process that establishes children's needs and routines. The childminder effectively evaluates the provision to identify her training needs. She engages regularly with the local authority and a strong local network of other childminders to develop her skills and improve her practice. Safeguarding is effective. The childminder is knowledgeable about potential signs of abuse and is familiar with the procedure to follow should she have any concerns about the welfare of a child.

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

The childminder is actively involved with children as they play. She listens with interest, models language and creates a relaxed environment where children are confident to explore. The childminder gathers information from parents at admission and makes accurate assessments of their starting points. The childminder supports children's literacy skills, for example, with singing, rhymes and stories. Numeracy and key mathematical concepts are supported by the childminder, who encourages children to identify shapes, colours and patterns throughout the day. Children are encouraged by the childminder to express their preferences in all areas of the daily routine. They also get opportunities to join larger groups of children in the community, where they engage with a range of activities that supports all areas of learning.

### Personal development, behaviour and welfare are good

The childminder is warm, affectionate and fun, and children form strong bonds with her. Children want her to come and play with them, and she joins in with their games and laughter. The childminder clearly enjoys supporting children's early learning and development, and she skilfully engages them in various activities. Children are well behaved and the childminder praises examples of sharing and caring between the children in her care. The childminder encourages children to attend to their own self-care needs, such as washing their hands and dressing, which supports their growing independence. Daily trips to various activities give children a wide range of experiences, including learning about cultural diversity, engaging in physical play and opportunities to form friendships with other local children.

### Outcomes for children are good

All children benefit from established routines, particularly at mealtimes and sleep time. Children take part in everyday tasks, including setting the table and tidying up. They develop more responsibilities as they grow, which gives them a sense of belonging. Children participate in a wide range of indoor and outdoor activities, both in the childminder's home and elsewhere. Older children manage their own needs well as they put on their coats and shoes. Babies play with a range of stimulating and sensory resources. Children develop the skills they need for their next stages in learning and school.

## Setting details

<b>Unique reference number</b>	EY465583
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1132061
<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>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 November 2015
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Eltham, within the London Borough of Greenwich. She operates Monday to Friday from 7.30am to 5.30pm, all year round.

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

