

# Childminder report

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Inspection date:

18 September 2019

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**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children thrive in this welcoming and stimulating environment. The childminder and her assistant enthusiastically support children as they explore and investigate the plentiful resources. They make activities fun for the children, and this encourages their joyful participation. The childminder works closely with her assistant to observe children's interests and plan for their ongoing learning. The adults both use their good knowledge of how children learn and develop to support them during planned and spontaneous activities and have high expectations for all children's development. When learning about animals within a planned activity, the childminder drew children's attention to a snail in the garden. Children learned about where the snail lives and chatted about how to place it carefully in a safe place. The childminder skilfully uses all activities and routines to teach children and extend their knowledge and experiences. For example, during carefully planned activities, the childminder teaches the children about how ice melts in the heat of the sun. Children talk about what they are seeing and enjoy scooping up the cold water. Children make secure bonds with the childminder and with each other. They play cooperatively and are learning about each other's needs. Children enjoy each other's company, behave well and are caring towards each other as they play. The childminder and her assistant praise children to enhance their confidence and their self-esteem. They support children's progress well in all areas. However, at times, the childminder does not allow children enough time to answer questions.

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

- The childminder and her assistant work very well together. They are fully aware of children's care needs and work in partnership to meet them. They use their detailed knowledge of each child's learning needs to plan activities that cover all areas of learning. The childminder monitors the progress children are making and works in partnership with parents to extend children's learning in the setting and at home. This helps children to gain the skills they need for their future learning. The childminder keeps parents fully informed about children's daily activities, ongoing progress and planned next steps for learning.
- The childminder is committed to reviewing her provision and making ongoing improvements. For example, she reviews research and good-practice guidance and has made changes which have enhanced children's emotional well-being and security.
- Children behave well. They help to tidy up balls by finding the different colours and show high levels of involvement during activities. Children enjoy chatting to the childminder, her assistant and each other during relaxed mealtimes. Children feed themselves, take part in care routines and learn about how to keep themselves safe in the environment. This is evident in the way they use pedestrian crossings on trips within the local area. These activities support

children's increasing independence skills and help to prepare them for the move to other settings, including school.

- The childminder and her assistant are skilful in their use of a range of teaching techniques. For example, they demonstrate the actions to help children throw and catch balls. They introduce mathematical concepts such as colour, shape and number during play. Children enjoy writing their names with water and brushes and enjoy counting their favourite toy animals. Children learn rhymes and new vocabulary as they sing songs and enjoy favourite stories. The childminder provides a broad range of activities and a well-designed curriculum to support children's ongoing learning.
- The childminder works in partnership with her colleague and with parents to support the development of children's communication, including children who are learning English as an additional language. She uses clear instructions, gives ideas for home learning and uses visual prompts to help children choose their resources and learn routines. Children learn about people in the community and learn to respect people from different backgrounds. The childminder ensures that children hear stories about people with a range of abilities and disabilities.
- The childminder supports children's thinking skills well, giving them many opportunities to explore resources and talk about what they are doing. However, at times, she does not give children enough time to think about, and respond to, questions before she asks another question.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role in keeping children safe. They know the procedures to follow if they have concerns about a child and can identify the reasons why a concern might arise. The childminder has a good understanding of the risks of children being vulnerable to extreme views or beliefs. She knows who to contact if she has any concerns about children. The childminder provides a safe environment for children. She helps children to understand what to do in an emergency, for instance when she practises monthly emergency drills with the children.

## What does the setting need to do to improve?

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

- provide children with enough time to think about their answers to questions so that they have time to express their thoughts and ideas fully.

## Setting details

<b>Unique reference number</b>	EY547201
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10107195
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in the London Borough of Greenwich. She operates her service from Monday to Friday, all year round, from 7am until 6pm. The childminder works with an assistant. Both adults hold an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Lesley Hodges

### Inspection activities

- The inspector undertook a learning walk with the childminder and looked at the premises and resources used by the children.
- The inspector observed the quality of teaching during planned and spontaneous activities and considered its impact on children's learning.
- The inspector spoke with children, the childminder and her assistant at appropriate times during the inspection.
- The inspector reviewed required documentation, including information about adults' suitability and their qualifications.
- The inspector took account of parents' views by looking at written feedback provided.

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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