

# Childminder report

---

Inspection date: 5 November 2019

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children happily engage in active play, such as dancing, jumping and skipping. They develop their vocabulary through activities including singing rhyming songs. Children enjoy visits to the local park where they see their friends from local toddler groups. This supports children to make relationships with their peers. In addition, they attend music groups and play groups, which broaden their learning experiences.

The childminder provides a variety of healthy proteins, fruit and vegetables. Children learn about foods that support their health and choose their favourites.

Children behave well and are surrounded by praise. Children echo this positive language when playing with their dolls and say, 'Well done!' They show that they feel safe as they sit close to the childminder, sharing a book. The childminder skilfully keeps the children engaged by varying the focus for different ages and this ensures that the children all have fun while learning. The childminder expects children to progress in their learning and she supports them well. The children engage with toys that interest them. Robust policies keep children safe from cross-infection. Children do not attend the setting if they are ill.

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

- Children develop their mathematical knowledge as they count the steps they walk down at the park. They also identify colours in book illustrations and count real objects as they play. The childminder sometimes misses opportunities to teach children about size, shape and patterns.
- Children develop social skills as they attend local toddler groups. They develop their communication through singing. The children attend a local music group where they learn new songs. Children gleefully sing these new songs at the setting.
- Children develop their imagination. For example, they pretend to speak to the childminder on a toy telephone.
- Babies develop a sense of themselves as communicators. The childminder responds to their babbling. She extends their learning as she answers the babies, speaking in full sentences. The childminder encourages babies to connect animal sounds with pictures of animals. This is part of starting their journey towards early reading skills. Babies enjoy exploring cause and effect as they play with push-button toys. This supports their physical skills and promotes them to develop their problem-solving.
- The childminder supports children to share toys with their younger friends. Children develop a sense of their right to make choices in society as they choose resources. The childminder supports the children to engage with and learn from

these resources. She encourages children to tidy their toys away. Children build their mathematical skills as they discuss what type of toy goes with what.

- Children listen for cars as they learn how to be safe walking on the pavement. They look after their younger friends. For example, children make sure that babies are safe and holding onto the swing seat.
- The childminder provides a variety of picture books. This promotes children's language and early reading development.
- Parents report that communication with the childminder is effective. The childminder tells parents what the children do during the day and what they need to learn next.
- Children wash their hands after toileting and before eating. They know they need 'clean hands' before they eat.
- Children develop a sense of their own uniqueness. They discuss their skin, hair and eye colour with the childminder.
- The childminder shares written reports of children's progress at the age of two with parents. She keeps detailed records of children's learning and development. This helps her to plan activities that support children to progress through the next steps in their learning.
- The childminder plays 'shops' with the children. The children hear formal language, such as 'How can I help you?'. They increase their understanding of their world as they 'pay' for goods and the childminder gives them change.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder knows the potential dangers of young children accessing the internet. She has taken steps to limit their exposure to screens. The childminder understands the signs and symptoms that would cause her concern about a child in her care. She understands the need to contact the relevant authorities when concerns are raised. The childminder ensures that her home is safe for children. She takes care to ensure they are well supervised at all times.

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

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

- teach the children to notice shapes and patterns in pictures.

## Setting details

<b>Unique reference number</b>	EY548372
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10126894
<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>	0 to 10
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<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 Bromley and childminds from her co-childminder's home in Greenwich. Childminding takes place on Monday to Friday, all year round. The childminder uses local toddler and music groups to broaden her curriculum. The children visit a local park most days. The childminder offers before- and after-school care as well as full-day care.

## Information about this inspection

### Inspector

Fi O'Connor

### Inspection activities

- The childminder and the inspector carried out a joint observation.
- Children told the inspector what they liked about the setting.
- The childminder took the inspector on a learning walk around the setting.
- The inspector accompanied the childminder, her co-childminder and the children to the local park.
- The inspector observed children playing together. She observed how the childminder interacts with children and enhances their play.
- The inspector read reviews from parents and took their views into account.
- The inspector checked documentation and safety procedures.
- The childminder talked to the inspector about her knowledge, practice and ambitions for the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019