

Childminder report

Inspection date: 21 January 2020

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

The childminder provides a safe, comfortable setting for children to learn and develop. Children settle well into the daily routine, and enjoy a well-planned curriculum. Children show good levels of engagement in activities. They demonstrate their early understanding of size, shape and volume. For example, younger children learn to stack objects, make towers of blocks and count. Children have access to a wide range of good-quality resources. However, the childminder does not routinely encourage children to care for their toys or help to tidy up.

Children enjoy opportunities to explore their local community, meet with other children and develop their social skills. For example, they regularly visit playgroups and parks with the childminder. Interactions between the childminder and children are warm and affectionate. Children are confident in their environment and they invite the childminder to join their play. The childminder is fun. She joins in with children's games and supports them to be confident and sociable.

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

- The childminder is knowledgeable about ways to promote children's early communication and language development. Children respond well to the childminder's skilful questioning, language modelling and positive interactions. The childminder monitors children's progress effectively. She quickly identifies any delays in their learning.
- Observations are regularly shared and discussed with parents. The childminder establishes good relationships with practitioners at schools that children attend, and other agencies. This means she can access additional support for herself or the children in her care, if required.
- The childminder makes good use of her garden with a range of resources that support all areas of learning. Children visit places outside the childminder's home, such as local playgroups, parks and playgrounds. They get plenty of opportunities to engage with others in the community, and to extend their physical skills.
- Children gain the skills they need for school and their future lives. They take off their shoes and hang up their coats when they arrive at the childminder's home. They 'sign in' using their name cards. As they grow, they learn to use the toilet, wash their hands, get dressed and ask for help. Overall, children's independence skills are well supported, although children do not routinely help when it is time to tidy up.
- Children develop a good understanding of their personal safety. The childminder uses the walks to and from local schools and nurseries to teach children about road safety. The childminder sets clear boundaries and children follow instructions well. This has a positive impact on children's safety.

- The childminder prepares fresh, healthy meals for children. Children sit at the table and learn to use a knife and fork. Children and the childminder's family eat together in the afternoon. The childminder emphasises the importance of shared mealtimes to develop speaking, listening and social skills.
- The childminder has a good understanding of the early years foundation stage. Children make good progress from their starting points. The childminder uses observations to assess children's development and consider the next steps in their learning. Children engage with activities that appeal to their interests and support the next steps in their learning. The childminder has a clear view of her strengths, but sometimes misses opportunities to reflect on and improve her practice, especially with regard to the quality of teaching.
- The childminder uses books and stories to develop children's love of reading. Children independently access age-appropriate books throughout the day. The childminder uses stories to help children to learn new words and explore the world through books. This supports children's early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of the procedures to follow if she has any concerns about children's welfare. She knows how to protect children from harm and the appropriate professionals to contact, either to get support or to report child protection concerns. The childminder maintains her knowledge of wider safeguarding issues through training and self-directed learning. She understands how to recognise children who may be at risk from extreme behaviours and views. The childminder's home is organised to promote children's safety and welfare. She conducts regular risk assessments and fire drills to maintain a safe and secure environment.

What does the setting need to do to improve?

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

- extend the process of self-evaluation to focus on the impact of teaching to ensure that all children learn and develop the best they can
- ensure that children learn to take responsibility for their environment by encouraging them to tidy up when they have finished playing.

Setting details

Unique reference number	EY549731
Local authority	Greenwich
Inspection number	10109964
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Plumstead, in the London Borough of Greenwich. She offers care to children from 8am to 6.30pm each weekday, throughout most of the year. The childminder holds an appropriate level 3 qualification in childcare.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The childminder and the inspector carried out a learning walk and discussed the resources to support children's learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and personal development.
- The inspector viewed a range of documentation kept by the childminder, including policies, children's records and staff suitability checks.
- A joint evaluation of an activity was undertaken and discussed with the childminder.
- The childminder explained to the inspector how she plans for children's progress and her curriculum.
- Parents' written views of the setting were considered by the inspector.

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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