

Childminder report

Inspection date: 28 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are incredibly happy and secure. They form exceptionally strong bonds with the childminder. Babies settle especially quickly, as the childminder works very closely with parents to meet their needs. Children are highly independent. For example, they put on their wellingtons and coats independently before going outside. Children have access to a wide range of toys and equipment, which are easily accessible, enabling them to make independent choices in their play. Children concentrate deeply, and they are exceedingly well engaged by the rich variety of interesting experiences planned by the childminder. They look at photographs of past activities and enjoy revisiting their learning. Children progress well across all areas of learning. The childminder plans a balanced curriculum which supports the development of all children. However, she occasionally misses opportunities to build upon what children already know and can do. Children are extraordinarily well behaved. They understand good manners and remind each other to say 'please' and 'thank you'. Children are exceptionally well protected from hazards. The childminder diligently supports them to learn how to stay safe. For example, when they cooked croissants, the childminder explained to children that they should stand back when she opened the oven door as it would be hot. Children learn excellent hygiene routines as the childminder reminds them to wash their hands regularly.

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

- The childminder understands that children have different learning styles and knows how to support them. For example, she finds different ways to interest children in writing, such as mark making in the sand.
- The childminder supports children to use speech and language correctly. She provides a narrative as they play and remodels their speech so that they hear the correct pronunciation.
- Children display exceptional confidence and ownership of the environment. They choose independently from the wide range of toys the childminder provides and they help to put them away again when they are finished. Children's excellent self-esteem is very well supported. The childminder seeks children's opinions and involves them in planning activities. She provides a book with pictures of the resources to help them select what they wish to play with. She undertakes regular surveys with children to find out about their likes and dislikes.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She works closely with parents and other professionals to meet their needs.
- The childminder promotes children's understanding of diversity exceptionally well. Children learn quickly about other people's traditions and customs. The childminder plans a wealth of meaningful activities to help children learn about

many different festivals and events such as Diwali and Eid. She provides a rich range of resources that reflect different communities, which helps children to learn about people who are different from themselves. The childminder takes children on a very wide variety of trips within their local community. For example, she takes them to local children's centres where they meet and play with many different children and their families.

- Children's literacy skills are developing well as the childminder fosters a love of books and reading. For example, she built a cosy den under the dining room table, and children enjoyed sitting there to read their favourite superhero book.
- Children's health is exceptionally well supported. The childminder provides children with healthy meals and snacks. She has an excellent understanding of how to manage children's allergies safely. Children receive plenty of fresh air and exercise as the childminder provides regular opportunities to play outdoors. Children's physical skills are developing very well. They run, balance and steer wheeled toys with increasing skill.
- The childminder manages children's behaviour expertly and teaches them strategies to help them to take turns. Children form incredibly close friendships and cooperate well from an early age. The childminder skilfully supports children to develop their emotional literacy. Children show great kindness and empathy towards each other. For example, they help to find additional toys so that their friends can play with them.
- The childminder builds strong partnerships with parents. She shares information with them about children's care needs and gives them daily updates on children's learning. Parents praise the childminder's passion and enthusiasm.
- The childminder teaches a range of skills and knowledge through practical activities. For example, when cooking with the childminder, two and three-year-old children use manipulative skills as they roll the dough. They count the number of croissants they have made and listen intently to the sound an egg makes when it cracks. However, the childminder sometimes misses opportunities to fully develop children's critical thinking skills by asking sufficiently probing questions.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe. The childminder has a current first-aid certificate and treats children's minor accidents appropriately. She attends regular training to ensure that her safeguarding knowledge remains up to date. The childminder understands the different types of abuse and knows what action to take should she be concerned about a child's welfare. She has undertaken training on the 'Prevent' duty and knows the signs which might indicate a child is being radicalised.

What does the setting need to do to improve?

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

- support children's thinking by asking questions that help them to explore ideas and make links in their learning.

Setting details

Unique reference number	EY345144
Local authority	Greenwich
Inspection number	10137922
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 March 2016

Information about this early years setting

The childminder registered in 2007. She lives in Eltham, in the London Borough of Greenwich. The childminder cares for children Monday to Friday, from 8am to 6pm, all year round. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a BA Honours in Early Years.

Information about this inspection

Inspector

Anita Rickaby

Inspection activities

- The childminder accompanied the inspector on a tour of her home and explained how she organises her provision.
- The inspector took account of written information supplied by parents.
- The inspector held discussions with the childminder about how she supports children's learning and well-being.
- A sample of documentation was reviewed, including first-aid certificates and suitability checks.
- The inspector observed interactions between children and the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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