

Childminder report

Inspection date: 28 February 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children's independence is well supported at this setting. The childminder encourages children to do things for themselves. Children learn to put on their coats and shoes. They learn to use the toilet and wash their hands. The childminder encourages children to use their developing language skills to ask for help. This supports children's growing independence and confidence in their own abilities. The childminder has high expectations of children's behaviour. They learn to use 'please' and 'thank you'. They treat others with respect. Children experience a wide range of activities in the local area. They visit playgroups, parks, playgrounds and the library with the childminder. This helps them to meet other local children and get to know their community. Children learn to play with others, share and make friends. They develop a good attachment with the childminder. She plays alongside them and is attentive to their needs. Children show good concentration skills. They focus on their tasks and are determined to finish what they are doing. The childminder supports children's early literacy skills well. She encourages children to choose books at the library. This helps them to develop a love of reading. However, the childminder does not make toys easily accessible to children or identify the precise next steps in their learning.

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

- The childminder asks children about their activities. She listens carefully to children's responses and uses the conversation to extend their language. The childminder models language effectively. She uses books to introduce new vocabulary. This improves children's language comprehension skills and helps them to expand their vocabulary.
- The childminder uses the settling-in period to get a wide range of information from parents. This ensures the childminder knows enough about children to make settling in a success. Children settle well into the childminder's care and they develop a strong bond with her. This helps them to feel safe and secure.
- Children take daily trips to activities in the local community. The childminder uses these outings as an opportunity to teach children about road safety. Children learn to cross the road safely, hold hands and stay with the childminder. This supports children's understanding of their personal safety.
- Parents say the childminder is a good communicator. They say she uses a range of methods to let them know what their children are learning. Parents appreciate the childminder's focus on helping children to develop their independence. Parents say this helps children's confidence and prepares them well for school.
- The childminder teaches children how to wash their hands thoroughly. Children understand why they need to wash their hands after using the toilet and before eating. The childminder serves healthy food at mealtimes. Children eat cereals, porridge, fruit and home-cooked meals. They learn to attend to their own self-

care and understand the importance of being healthy.

- The learning environment, both indoors and outdoors, is clean and bright. There is plenty of space for children to play. The childminder has a good range of toys and other interesting resources. However, resources are not easy to access. For example, children cannot access the toys they can see inside clear plastic boxes.
- The childminder attends local authority training in safeguarding and early years education. She also accesses courses online. This helps her to keep her knowledge and skills up to date.
- The childminder observes children as they play. She uses these observations to establish the next steps in children's learning. However, sometimes, information gathered about what children are learning is not used effectively enough to ensure children make rapid progress.
- Children behave well. They are polite and courteous. The childminder is a good role model. She speaks gently to children and demonstrates the behaviour expected of them. This helps to maintain a calm and relaxed environment, where children are ready to learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's understanding of safeguarding procedures is secure. She knows who to contact if she has any concerns about the welfare of a child. The childminder is alert to the possible indicators of abuse. She knows about wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty. The childminder's home is clean and tidy. She conducts regular risk assessments of the indoor and outdoor learning environment to ensure it stays safe for children to use.

What does the setting need to do to improve?

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

- enhance the use of observation and assessment to establish precise next steps in children's learning and to support rapid progress
- review the organisation of resources so that children can access toys independently and follow their interests.

Setting details

Unique reference number	EY278923
Local authority	Greenwich
Inspection number	10060808
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	3 to 3
Total number of places	5
Number of children on roll	1
Date of previous inspection	9 February 2015

Information about this early years setting

The childminder registered in 2004. She lives in Plumstead, in the London Borough of Greenwich. She operates during term time from 7am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The childminder and inspector completed a joint observation.
- The inspector reviewed a sample of documents, including evidence of staff suitability.
- The childminder and inspector completed a learning walk in the childminder's home and talked about how the environment supports children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020