

# Childminder report

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Inspection date: 6 August 2021

<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

A child-centred, play-based curriculum is at the core of this childminder's provision. Children form secure relationships with her and she is kind and gentle towards them. Children are happy and confident and enjoy their time at the setting. The childminder's warm and affectionate manner supports children to appreciate each other and they share a sense of humour. For example, there are lots of giggles from the childminder and children as they join in with songs and attempt the actions together. Children are confident to lead their own learning and make choices about what they want to play with or do. They make good progress and are developing a secure foundation for their future learning. Children have good levels of independence and want to complete tasks for themselves. For example, they eagerly tidy away toys as they finish playing with them. Children progress well in their literacy and mathematics skills. They begin to link letters to the sounds they represent. They use their mathematical knowledge in their play and sort different dinosaurs by size. Children enjoy exploring the natural world and are curious and motivated when they see a spider spinning a web.

The childminder finds out from parents about their children's routines, interests and abilities before they start. Overall, she uses this information well to plan for children's individual learning. The childminder gets to know children extremely well and has high expectations for their behaviour. She promotes good manners and sets clear boundaries. This helps children to behave well.

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

- The childminder prioritises children's well-being and has focused even more on this during the COVID-19 (coronavirus) pandemic. She helps children to feel safe, secure and happy. To achieve this, the childminder creates an environment where the children can feel at home.
- Overall, the childminder knows where the children are in their learning. She observes their interests and plans activities to support their next steps in learning. However, at times, during adult-led activities, she does not give children the opportunity to answer a question before moving on to the next question or providing the children with the answer.
- The childminder organises routines effectively to meet children's welfare and learning needs. Mealtimes are relaxed and sociable occasions. The childminder and children talk happily together as they enjoy the nutritious food she provides. They talk about the fruit and vegetables they enjoy, and which foods are good for their bones. This promotes a positive attitude to being healthy. To support this further, children enjoy regular exercise. For instance, they walk to the shops, make trips to local parks and enjoy walks along the river to feed the ducks.

- Overall, the childminder designs her curriculum effectively to offer children a wide range of experiences. She is ambitious for children and knows what she wants them to learn in readiness for starting nursery or school. The childminder has a generally good understanding of how to adapt children's learning to ensure that they make progress. This includes children with special educational needs and/or disabilities.
- Children are confident communicators. This prepares them well for their future learning. The childminder skilfully joins in with their pretend games, to extend their language skills further. For example, she encourages children to describe similarities and differences as they sort dinosaurs into different categories.
- Children look forward to sharing favourite stories from a young age. They develop a love of books, songs and rhymes, which the childminder embeds across the curriculum. Children sit closely to the childminder and listen to stories. They demonstrate a keen interest in reading. Children are very familiar with stories and recall them as they play. For example, children keenly demonstrate how a penguin waddles during story time.
- Partnership with parents is strong. The childminder is proactive in finding new ways to work effectively with them to support children's learning. This includes finding different ways to share information about children's daily routines and learning during the COVID-19 pandemic. The childminder also works effectively with parents to support children's learning at home. She regularly sends activities and books home to support children's learning.
- The childminder includes the views of children and parents when evaluating her provision. However, she does not link her professional development closely enough to her evaluations of practice, to help raise the quality of education to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has thorough knowledge of the signs that may indicate that a child is at risk of harm, including those who may be exposed to radicalisation. She knows the procedures to follow and the agencies to contact should she have concerns about a child's safety or welfare. The childminder has completed appropriate training to keep her knowledge and skills up to date. She understands how to report any allegations against her or a family member. The childminder carries out risk assessments of her home and for any outings she has with children. She teaches children to keep themselves safe. For example, children learn about road safety on outings.

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

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

- allow children more time to think about and respond to questions during adult-led activities, to enhance their learning further
- reflect on practice, to identify suitable training and development opportunities to enhance the quality of education further.

## Setting details

<b>Unique reference number</b>	EY545787
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10175232
<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 at time of inspection</b>	0 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in the London Borough of Bexley. She operates from Monday to Friday all year round, except for family holidays. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Tracey Murphy

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the interactions between the childminder and the children.
- The childminder carried out a joint observation of an activity with the inspector.
- The inspector took account of written feedback as well as feedback from parents spoken with on the telephone.
- Discussions were held with the children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the childminder's register of attendance, insurance and evidence of the suitability of the adults living on the premises.

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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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