

Childminder report

Inspection date:

6 September 2021

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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

Overall, children feel safe and happy in the childminder's care. Babies are becoming independent and move around confidently in the play areas. They enjoy exploring different sensory toys and finding out how things work. The childminder and her assistant get down to the children's level and play nicely with them. For example, they give babies cuddles when they become upset and sit them on their laps to look at a book to distract them.

The childminder has a clear intent of what she wants children to learn. She sets high expectations for all children's learning, including those with special educational needs and/or disabilities. The childminder wants children in her care to become independent and develop good social skills to help their transition to nursery and school. Therefore, she encourages younger children to make decisions about what they want to play with and encourages them to bring their own ideas and experiences into play.

Children are curious learners and develop a positive attitude to learning. For example, babies observe the childminder intently while she taps on a drum to make different rhythms, and then copy what she does. Children respond to instructions using facial expressions and gestures. They begin to understand what is expected of them and behave well.

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

- The childminder and her assistant organise the learning area well to ensure that younger babies can get around confidently and safely. They store resources at the children's level and encourage babies to crawl and access toys that interest them. This builds successfully on children's independence, as well as their physical development.
- The childminder works closely with parents. She has adapted well to challenges posed by the COVID-19 (coronavirus) pandemic. She has revised the way she communicates with parents and makes good use of technology to keep them informed about their children's care and learning. The childminder seeks and acts on the views of parents to help drive improvements.
- Overall, the childminder knows what children need to learn and why this is important for their development. For instance, the childminder recognises that it is essential that children acquire a good range of vocabulary to become successful learners. However, she does not always implement the curriculum effectively. On occasion, the childminder does not interact effectively with the children in order to stretch their learning and build on their language skills. She focuses a lot on teaching children about numbers and the letters of the alphabet. This means that she misses opportunities to monitor what younger

children are doing, and does not have time to introduce new words.

- The childminder and her assistant have a high expectation for children's behaviour. They encourage children to share, take turns and be kind to one another. Furthermore, they explain to children why certain behaviours are not acceptable. The childminder helps children to understand the consequences of their actions. This helps children to take ownership of their own behaviour and learn the difference between right and wrong.
- Children have good opportunities to learn about different cultures and families to help support their understanding of diversity. The childminder takes children into the local community to see people who are different from them. In addition, she provides activities and resources that reflect the experiences and backgrounds of children who attend the setting.
- The childminder uses effective supervision and coaching to monitor the assistant's practice. They have regular discussions to identify areas to improve. This helps to promote better outcomes for children.
- The childminder and her assistant are caring and have good relationships with the children. However, they do not routinely ensure that their settling-in processes are robust or tailored to suit the needs of every child. At times, children who are new to the setting become unsettled. This disrupts their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant implement robust safeguarding procedures to help keep children safe. They are aware of the indicators of abuse, and know what actions to take should they have any concerns about a child's welfare. The childminder and her assistant attend regular safeguarding training to gain awareness of wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. The childminder follows robust recruitment processes to ensure that her assistant is suitable to work with children.

What does the setting need to do to improve?

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

- improve staff's understanding of the way younger children learn and, as a result, use newly acquired teaching strategies to strengthen children's communication and language development
- ensure that settling-in arrangements for all children result in an easy and smooth transition from home to the setting, and minimise disruption to children's play and learning.

Setting details

Unique reference number	EY537820
Local authority	Greenwich
Inspection number	10193798
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	0 to 12
Total number of places	12
Number of children on roll	21
Date of previous inspection	29 March 2019

Information about this early years setting

The childminder registered in 2016 and lives in the London Borough of Greenwich. She provides childcare from 6.30am until 6pm on weekdays, for most of the year. The childminder works with an assistant.

Information about this inspection

Inspector

Josephine Afful

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.
- A learning walk was conducted by the inspector and the childminder, and discussions were held about children's learning.
- The inspector spoke with the childminder and her assistant at convenient times.
- Interactions between the childminder, her assistant and children were observed by the inspector, who subsequently considered the impact these have on children's learning.
- The inspector looked at a range of documentation, such as evidence of the childminder's and her assistant's suitability to work with children, their qualifications and children's attendance records.
- Parents' views were gathered and taken into account when evaluating the effectiveness of partnerships with parents.

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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