

# Childminder report

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Inspection date:

14 September 2021

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**Overall effectiveness**

**Good**

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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 an enthusiastic welcome to children attending the setting. A warm, safe and extremely homely environment is provided, where children are happy and settle quickly. Children have free access to the two rooms used within the setting and explore these with interest. Children show high levels of engagement with the activities and resources provided. However, occasionally, the childminder does not give children enough time and space to explore independently before intervening.

The childminder models positive behaviour for children. Even the youngest children understand the concepts of turn-taking and sharing. The childminder works in partnership with parents to ensure behaviour management is consistent. She is quick to praise children when they achieve their goals, such as when they climb up the stairs independently. Children form secure attachments with the childminder and will seek her out for comfort when needed.

The childminder provides a variety of learning experiences that form a well-rounded curriculum. Children have opportunities to take part in sensory, physical and imaginative play that develop their core skills. Currently, the childminder does not have children attending with special educational needs and/or disabilities. However, she has high expectations for every child and remains aware of the need to ensure all children have the opportunity to achieve their full potential.

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

- The childminder shows a clear understanding of how children learn. When children are settling in, the childminder gathers information relating to their starting points. From these, she is able to plan effectively for children's next steps. She understands the importance of ensuring children have secure knowledge in the prime areas of learning. Only when children are secure in their learning will the childminder extend their learning opportunities further.
- Care routines are performed in a sensitive and caring manner that promote young children's self-esteem. Nappy-changing times include the singing of nursery rhymes to engage children's attention. Children clap their hands along in enjoyment. At sleep time, the childminder settles children in a calm environment with cuddles and their comforters.
- The childminder provides a language-rich environment for children. She introduces children to new words and concepts as they play. For example, during jelly play, she uses the words 'wobbly' and 'cold' to describe the texture to children. The childminder also provides a narrative to children's play. However, this can sometimes be distracting for younger babies who are focused on independent play activities.

- Children enjoy a range of outdoor activities that support their learning. Regular trips to local parks and green spaces enable children to practise their emerging physical skills, such as climbing. The childminder also takes children to the local river and on nature walks. These enable children to learn about nature and how the environment changes with the seasons.
- The childminder encourages children to make healthy choices. Food is provided and children are encouraged to try a variety of flavours. The childminder takes children on trips to the local supermarket where they can learn about the different fruits and vegetables available. Baking activities then allow children to use the ingredients they have bought to make healthy snacks.
- Children learn about diversity and equality through a variety of ways. The setting has a range of resources, such as books and dolls, which reflect different cultures and abilities. Children celebrate different festivals through arts and crafts, baking and sharing stories. The childminder teaches children about the importance of respecting others and being tolerant.
- Partnership with parents is strong. The childminder ensures that parents receive verbal and written feedback daily. Photographs of children engaging in play are also sent through a communication app. Updates to policies and procedures are emailed to parents to ensure they are kept up to date. The childminder completes children's two-year checks as required.
- The childminder continues to build on her own professional development. She undertakes regular training to enhance her practice. This includes recent training on changes to the early years foundation stage. The childminder is reflective in her practice and seeks regular feedback from parents.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She understands the different types of abuse and the signs to be aware of. The childminder has procedures in place that enable her to deal with any concerns regarding the best interest of children. She knows how to deal with allegations against herself or anyone within the household. The childminder has sound knowledge of wider safeguarding concerns. These include radicalisation, female genital mutilation, children being drawn into gangs and online grooming. The childminder educates parents on the importance of keeping children safe when using online devices.

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

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

- give children time and space to explore independently to develop their emerging skills.

## Setting details

<b>Unique reference number</b>	EY557855
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10190525
<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>	1 to 7
<b>Total number of places</b>	8
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in the London Borough of Greenwich and childminding takes place from Monday to Friday, 8am to 6pm, all year round.

## Information about this inspection

### Inspector

Natalie OLeary

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out observations of activities.
- The inspector observed the interactions between the childminder and children.
- The inspector sought the views of parents.
- The inspector reviewed relevant documentation, including the childminder's paediatric first-aid qualification and evidence of the suitability of the childminder and household members.
- The inspector spoke with the childminder at appropriate intervals throughout the inspection.

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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