

# Childminder report

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Inspection date:

28 September 2021

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<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**

Children are happy and settled in the childminder's care. They confidently explore their surroundings, deciding what to play with from the wealth of resources available to them. Children develop close relationships with the childminder. They make decisions for themselves as to where to play, as the childminder provides a flexible approach to support their enthusiasm to learn to their full potential. Children are eager to learn and engage in play opportunities throughout the day. The childminder happily joins in with children's play. The children are quick to explain their ideas and to involve her in what they are doing. For example, during games they have invented, they eagerly explain the rules. All children make good progress in their communication and language skills, as the childminder is ambitious in her curriculum. Children engage in lively conversations about things that interest them and enjoy talking about their experiences, and the childminder values what they say.

Children share and negotiate in their play. For example, they take turns to use the smell pens for their drawing. Children's behaviour is good. The childminder gives them meaningful praise for their good behaviour and individual efforts and supports them to develop a positive sense of themselves. Children develop strong social skills and interact with kindness and respect. They frequently show good manners.

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

- The childminder knows the children well. She uses children's interests to provide a motivating learning experience. She understands what she needs to do to help children move on to the next stage of their development. She plans a curriculum that covers the prime areas of learning, so that children make good progress.
- The childminder is, generally, clear about how her activities support children in taking their next steps in learning. Children develop their fine motor skills as they enjoy mark making, then they develop this further as they draw members of their family, adding detailed features to each person. However, occasionally, the childminder does not use the information from her observations of the children effectively, to plan more precisely to ensure all activities keep children better engaged.
- Children learn to keep themselves healthy. The childminder encourages hygiene practices as part of their daily routines, such as washing hands after returning from nursery pick up and using the toilet independently. Children learn to do things for themselves. They put on their own shoes in preparation for trips and place them by the front door when they return indoors.
- The childminder constantly talks to children throughout their play and encourages good understanding. She has a clear comprehension of how children

develop their conversation skills. The childminder provides challenges and complex vocabulary during children's play. She asks challenging questions, to encourage children to think and fully express their thoughts and ideas. For example, she encourages children to work out how they can prevent their structures from falling over as they build them higher.

- The childminder introduces early mathematical concepts into everyday activities. Children learn to count and she introduces mathematical language, such as 'big, bigger, small' and 'smaller', to help extend their learning.
- Strong relationships with parents help children to have continuity in their care and learning. Parents speak highly about the good quality care that the childminder provides. The childminder informs parents about children's progress and what they are working on. However, she has not extended this to inform parents about how to support their children's learning at home. The childminder has plans in place to work with other settings that children will attend.
- The childminder has arrangements in place to continually build on her professional development. This helps her to remain up to date with any changes that affect her work with children. She uses self-evaluation effectively to identify and manage improvements to her practice. She has clear plans for this, which are based on the needs of the children. For example, she plans to complete attachment training to help her support babies more effectively during settling in.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping the children in her care safe. She knows how to identify the signs of abuse, and wider issues, such as the 'Prevent' duty and keeping children safe online. She is clear about who to report her concerns to. The childminder regularly keeps up to date with the latest child protection information and guidance through attending training and research. She also regularly reviews her policies to ensure they are up to date with current guidance and shares these with parents. She understands the process to follow should an allegation be made against herself or a member of her family.

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

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

- use observations of children's learning more effectively to better inform planning so that all activities consistently engage them
- strengthen partnerships with parents to engage them more and to encourage them to increase their awareness of how to support their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY559000
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10190938
<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>	2 to 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<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 provides full day care 8am to 6pm from Monday to Friday all year round. She offers funding for three- and four-year-olds.

## Information about this inspection

### Inspector

Tracey Murphy

### 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 spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents provided written feedback to share their views of the setting.
- The childminder provided the inspector with a sample of key documentation on request.

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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