

# Childminder report

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Inspection date: 3 March 2022

<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 Met (with actions)

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are welcomed warmly into the childminder's home. They quickly settle and are eager to begin their day in the home-from-home environment. Children are able to access a good range of resources independently and they select items which interest them. Children focus on their play and they successfully finish tasks. Children play cooperatively together and they form friendships with each other. The childminder has a gentle and nurturing manner, and she forms a close bond with the children in her care. The childminder has a secure understanding of early childhood development and how to support every child to achieve the next steps in their learning.

The childminder expects all children to be polite, respectful and kind to each other. Children display good manners and help each other. For example, children will get a tissue for their friend if they need to wipe their nose. The childminder uses praise and encouragement throughout the day to support children's good behaviour. Children benefit from a range of outdoor experiences. They enjoy outings to a local pond to see a variety of birds and wildlife. Children have opportunities to visit local parks and woods where they can extend their physical skills.

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

- The childminder confidently discusses children's individual personalities and how they interact with others. She knows children's likes and dislikes, and she plans the week to support every child's individual needs.
- The childminder uses observations to make accurate assessments about children's learning. She uses her knowledge of the children in her care to build on what they know and can do. For example, she makes the most of opportunities to introduce new words while children play. Children become confident speakers and competent communicators.
- The childminder supports children to develop good mathematical skills. For instance, as children unpack and organise a set of Russian dolls, she introduces language such as 'bigger', 'smallest' and 'tiny'. Children count the dolls, arrange them in size order and fit them back together. This helps children to incorporate mathematical language into their communication.
- Children behave well and listen carefully to the childminder. They tidy away toys when they have finished playing. The childminder encourages children to have a go at tasks, such as using cutlery or putting their shoes on. This helps to build their independence skills.
- The childminder supports children to lead healthy lifestyles. She gives parents guidance about healthy eating to ensure that children arrive with healthy meals and snacks in their packed lunch. Children enjoy movement and dance indoors and opportunities to climb, run and play when they go to the park. The

childminder has plans to develop her garden to offer children more opportunities to play outside.

- Children select their favourite books and are very happy having cuddles with the childminder as she reads to them. She asks them to tell her about the pictures in the books and develops their recall skills. This develops children's thinking skills and encourages a love of books.
- Parents are very satisfied with the care and education their children receive. They praise the childminder's communication skills and say that she keeps them informed about their children's progress. The childminder shares advice with parents about topics such as healthy eating, toilet training and oral health.
- The childminder has considered the impact of the COVID-19 pandemic on children's learning and development. She gives parents ideas about activities they can do at home to support their children's progress. This provides consistency in children's learning.
- The childminder is a highly reflective practitioner. She takes time to consider her practice and how she might improve her teaching and communication skills. She makes plans to improve her setting, her skills, and the activities she provides for children. The childminder focuses on making changes which positively impact on children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows who to contact should she have any concerns about the welfare of a child. The childminder completes relevant child protection training to ensure that her knowledge of procedures remains current. She keeps her home well maintained and safe for children to play in. She teaches children about road safety when they are walking to parks and playgrounds. The childminder keeps accurate records about the children in her care to ensure their safety and security.

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

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

- expand learning opportunities in the outdoor area so that children can develop a wide range of skills as they play, explore and continue their learning outside.

## Setting details

<b>Unique reference number</b>	401730
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10193807
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	23 April 2019

## Information about this early years setting

The childminder registered in 2000 and lives in Blackheath, in the London Borough of Greenwich. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Trina Lynskey

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 and the childminder had a learning walk to understand how the curriculum is organised.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation to reflect on the quality of teaching and learning during an adult-led activity.
- The inspector spoke to parents to gather their views and opinions about the setting.
- The childminder provided the inspector with a sample of relevant 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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