

Childminder report

Inspection date: 7 March 2022

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 applicable

What is it like to attend this early years setting?

The provision is good

Children's self-esteem and confidence are very well supported. The childminder creates a calm and gentle atmosphere in her home. She reassures children as they arrive and speaks calmly and with affection. The childminder offers cuddles to comfort children and to help them leave their parents at the door. She models good behaviour. Children say 'please and thank you', and behave very well. They are kind to each other and are happy to share toys. The childminder is very sensitive to the limited experiences children have had during the COVID-19 pandemic, such as socialising and spending time outside their immediate family. She takes children to enjoy song times with other childminders. They also visit activity groups. This introduces children to new children and adults, enabling them to develop confidence in new social situations.

The childminder understands that some parents may be anxious around leaving their children for the first time. She adapts her settling-in processes and works closely with parents to develop individual routines for children. This provides children with consistency of care between home and the setting, helping them feel safe and secure. Children learn about the natural world and develop strong physical skills. They enjoy daily walks and playing outside. Children are focused and engaged as they explore the activities that the childminder sets up inside and outdoors.

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

- Partnerships with parents are strong. Parents speak highly of the childminder's approach to supporting their children's emotional security. They praise her scrupulous approach to managing children's food allergies.
- Children are happy in the setting and learn as they explore. The childminder explains why things should or should not happen. This helps children to think about their actions and how they affect others. They show curiosity about the materials and activities that the childminder sets out. Children develop small manipulative skills as they scoop and pour cornflakes, and squeeze jelly out of pots on a large tray.
- The childminder knows how children have progressed since they started at her setting. She plans what she wants children to learn next and what she will do to achieve this. The childminder sequences children's learning. She ensures that they learn new skills by adding on to their existing knowledge. For example, when children show an interest in making marks, the childminder puts water, paint brushes and chalkboards outside. This encourages children to practise large movements before they try the smaller physical skills of using a pencil.
- The childminder reflects on her practice and responds quickly to changes in guidance. Parents mention her rigorous updating of COVID-19 guidelines and

how she kept them informed of policies and changes. This helps parents to feel safe and confident in continuing to bring their children to the setting. The childminder talks to other childminders and seeks advice on how to improve her provision.

- Children develop their independence when they make choices. For example, they choose what to play with or to eat first from their lunch boxes. However, the childminder does not consistently encourage children to develop their self-help skills or give them the opportunity to do things for themselves. For example, she completes simple tasks, such as peeling and segmenting children's satsumas and wiping their hands.
- The childminder tries to link activities to children's interests. For example, she puts cornflakes in the shape of a flower to mix with jelly when children comment on emerging flowers in the park. The childminder asks questions and describes what children are doing to help them learn from their play. However, sometimes, she does not give children enough time and space to think and explore ideas, and work things out for themselves.
- The childminder promotes children's recall by encouraging them to remember past activities. For instance, she points out pictures of older children colouring in a tiger as part of learning about Chinese New Year. The childminder also reminds children of how they saw flowers beginning to grow on their walks in the park.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding and child protection. She attends regular training and uses reflection to improve her approach to keeping children safe. The childminder talks with confidence about the actions she would take if she was concerned about a child. Children are very well supervised. The childminder gives them explanations about why they must or must not do things to stay safe.

What does the setting need to do to improve?

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

- offer children more opportunities to persevere with tasks and to try things for themselves
- allow more children time to listen, think and respond during interactions.

Setting details

Unique reference number	EY551250
Local authority	Greenwich
Inspection number	10174476
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	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Eltham in the London Borough of Greenwich. The childminder works during term time from 7.30am until 6.30pm, Monday to Wednesday. She holds an equivalent level 3 qualification in childcare.

Information about this inspection

Inspector

Beverly Hallett

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.
- Parents shared their views on the setting via email.
- The inspector reviewed documentation relevant to the inspection.
- The inspector observed the provider interacting with the children and discussed with the provider at an appropriate time.
- The provider and inspector discussed the leadership and management of the setting.
- The provider discussed how they support children's learning throughout the day.

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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