

Childminder report

Inspection date: 8 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	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this home-from-home setting. They quickly form secure attachments with the childminder and seek her out to share experiences. Children show resilience and persevere with difficult tasks, such as building a car track. They are confident to ask for help when needed, knowing that they will have the support they require.

The childminder structures the curriculum to build on children's interests and what they know and can do. This helps all children to make good progress and have high levels of engagement. The childminder has high expectations for children. Children are encouraged to be independent, such as when they clean their hands and dispense water. The childminder works in partnership with parents to promote children's self-care skills, such as potty training.

Children's behaviour is good. They show care for one another and learn to regulate their own behaviour. Children work together to build a tower, taking turns to add bricks. They begin to understand about managing risk independently and learn about cause and effect. This helps children to learn to keep themselves and others safe.

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

- The childminder knows children extremely well. She understands what she would like them to learn next. The childminder plans experiences to enable children to consolidate their learning before they move on to the next stage in their development. She understands children's learning styles and ensures that these are reflected in activities.
- Overall, the childminder promotes children's communication and language development well. Children enjoy listening to a range of stories. The childminder makes sure that children have the time and opportunity to look at the pictures. She engages children's interest by using different voices for different characters. Children sing nursery rhymes throughout the day. They join in with repeated refrains and actions. Younger children show their delight by dancing and waving their arms.
- The childminder exposes children to wide range of vocabulary. Children show that they understand words which they have learned, such as 'curved' and 'sticky', by using them repeatedly in their play. However, sometimes, the childminder shortens words for younger children, which does not consistently teach them the correct structure of words. For example, she shortens 'thank you' to 'ta'.
- Partnership with parents is strong. The childminder develops open and trusting relationships with parents. She sends messages and photos to parents each day

to give them a snapshot of their child's learning. The childminder regularly shares with parents how their children are progressing and how they can further support children's learning at home.

- The childminder promotes children's social skills. She works closely with a network of local childminders to enable children to build friendships and play alongside children of similar ages. Children learn skills such as sharing and turn taking on a larger scale and begin to negotiate conflict. They take part in collective experiences, such as regular forest school sessions, as well as trips to rhyme time and playgroups.
- The childminder is reflective in her practice. She seeks regular feedback from parents to help to enhance her service. The childminder has continued to access training via online webinars to develop her own professional practice.
- The childminder teaches children about developing healthy lifestyles. She provides healthy meals and snacks for children. Children take part in craft activities that help them to learn about healthy and unhealthy choices. They enjoy regular time outside in the garden and at local green spaces to be physically active.
- The childminder teaches children about the world around them. Children learn about what is happening within their local community. The childminder also ensures that celebrations important to children and families are celebrated, using arts and crafts and stories. Children develop an understanding of what makes them unique from others. This helps to promote their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm or abuse. She regularly risk assesses the setting to ensure that there are no hazards and the equipment remains in good condition. The childminder makes sure that she keeps up to date with safeguarding training. She is clear about the different types of abuse children may be at risk of and the reporting procedures for these. The childminder is aware of how to remain alert to those who could be vulnerable to radicalisation. She works in partnership with parents to ensure that children are kept safe online.

What does the setting need to do to improve?

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

- support younger children's language development by teaching them the correct structure of words.

Setting details

Unique reference number	EY283596
Local authority	Greenwich
Inspection number	10120602
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	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 April 2016

Information about this early years setting

The childminder registered in 2004 and lives in Greenwich, London. She operates all year round from 8am and 6pm, Monday to Thursday. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Natalie O'Leary

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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022