

# Childminder report

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Inspection date: 19 April 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 applicable

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

### **The provision is good**

Children settle quickly into the homely environment. They say goodbye to their parents at the door and enjoy the warm welcome from the childminder and her assistants. Children develop strong attachments and show they feel confident. Children make choices in their play and eagerly explore the broad range of curriculum activities. For example, young children use their imaginations as they play with cars, and care for the dolls. Children show determination as they twist puzzle pieces and persevere until they complete the task. Older children identify letters in their names and pronounce the phonic sounds to increase their literacy skills.

Children benefit from regular praise and encouragement. This helps them to understand boundaries and learn what is expected behaviour. Older and younger children listen well, share resources, and take turns, which increases their social skills. Children use good manners and are kind to their peers. Children's independence is fully promoted. The childminder and her assistants have high expectations and encourage children to try tasks for themselves. Younger children feed themselves and wipe their faces. Older children put on their boots and coats which supports their self-help skills. Children help to tidy away and wash their hands to follow good hygiene routines.

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

- The childminder and her assistants have a good understanding of how children learn. They provide a curriculum which supports children's interests and extends their knowledge further. The childminder and her assistants complete regular assessments to ensure any gaps are identified and addressed quickly. All children make good progress from their starting points and are well prepared for the next stage of learning.
- The childminder and her assistants have strong partnerships with parents. They gather detailed information when children start, which helps them to know children well from the beginning. Parents appreciate the regular updates on their children's progress and the sharing of next steps. Parents comment that their children are making good progress, particularly with their language development and social skills.
- Children increase their communication and language skills rapidly. The childminder and assistants engage the children in conversations and introduce new vocabulary. They repeat words and help children to extend their sentences. Children are asked meaningful questions and given time to think and answer. Children enjoy listening to stories and making predictions. Younger children enjoy singing with actions, which increases their language skills further.
- Children benefit from daily outside play and fresh air. They increase their

physical skills as they climb the slide, manoeuvre sit on toys, and skilfully steer scooters around the garden. The childminder and assistants provide nutritious meals and snacks and talk to children about food that is healthy. Children understand the importance of drinking water to stay hydrated, regular exercise and rest.

- First-hand experiences provide children with opportunities to consolidate their learning. For example, children enjoy a trip to the woods, they collect flowers and feed the ducks. Children learn about the animals and increase their mathematical skills as they count and look at different shapes and sizes. Children play games to find items in the woods, which extends their vocabulary and problem-solving skills. They practise balancing along tree branches, which increases their confidence.
- The childminder and her assistants evaluate the service they provide. They regularly review activities and resources to ensure children stay motivated and continue to learn. The childminder seeks feedback from the parents and asks children for their ideas with meals and new toys. The childminder has completed her mandatory training. However, she has not extended her professional development to help increase her knowledge and further support her assistants.
- The childminder and her assistants work well together. They communicate effectively and ensure children are supervised and ratios are always maintained. The childminder completes progress checks for children between the ages of two and three years and shares these with parents. However, she does not work in partnership with other settings children attend to ensure a consistent approach for their care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants complete daily checks to ensure the home is safe and free from hazards. The childminder and her assistants recognise signs and symptoms that may indicate a child is at risk of harm or abuse. The assistants would refer any concerns to the childminder, who has procedures in place to follow if she is worried about a child's welfare. The childminder has completed safeguarding training, including the 'Prevent' duty, and has a good understanding of wider safeguarding issues. The childminder ensures that her assistants and all adults living in the home are suitable to work with children.

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

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

- focus on increasing knowledge through continued professional development to help raise the quality of teaching and further support the assistants
- ensure partnership working with other settings is embedded to provide

continuity in care and learning for children who attend.

## Setting details

<b>Unique reference number</b>	EY562048
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10190839
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Eltham in the London Borough of Greenwich. She provides care from Monday to Wednesday, between 7.30am to 6pm, all year round. The childminder works with family members who are registered as her assistants. The childminder offers funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Helen Craig

## 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 her evaluation of the provider.
- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to parents and took account of their views.
- The childminder and inspector carried out a joint observation and discussed the impact this has on children's learning.
- The inspector held discussions with the childminder and her assistants. They discussed safeguarding arrangements, supervision and how the childminder evaluates her practice.
- The inspector looked at relevant documentation including paediatric first aid, qualifications, insurance, and suitability checks.

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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