

Childminder report

Inspection date: 17 May 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 are inspired to learn through the variety of experiences the childminder provides, which reflect their different interests well. Children benefit from meaningful activities and become excited and engrossed in their play. For example, children use different items to build and design different structures of towers. They persevere and when the tower falls over, they willingly start again. Children develop good physical skills and coordination. They are very agile in their movements. They enjoy pressing buttons to create sounds and music, and are delighted with the result. The childminder interacts with children effectively and encourages their play.

Children benefit from an array of exciting outdoor learning experiences to develop their knowledge and understanding of the world. They experience communities beyond their own. For instance, children visit the library, shops, toddler groups and local parks. Children develop confidence in new social situations. They are very confident and happy. The childminder is exceptionally warm, caring, and sensitive to children's individual needs. Children develop extremely close attachments with her and show that they feel safe and valued.

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

- The childminder gets to know children well. She gathers detailed information about their developmental stage when they first start and then builds on what they know and can do. The childminder's curriculum is well-thought-through and appeals to children's interests. For example, as children enjoy playing with different electronic toys, she extends their play by encouraging them to sing along to the sounds and music. She observes and assesses all children's learning, including conducting the required two-year-old progress check. All children make good progress from their starting points.
- The childminder reflects on her practice and continues to build on her knowledge and skills. For example, she recently completed training in how to support children experiencing early trauma. This is helping her to develop strategies to appropriately support children. The childminder seeks feedback from parents and children to help her make further improvements to her practice.
- Although children are supported well to make decisions and independent choices, on occasions, the childminder does not encourage children to carry out simple task for themselves. For example, washing their own hands and taking off their coats.
- The childminder supports children very effectively to develop friendships. For instance, children thoughtfully play with each other and learn to share. They are respectful and learn about what makes them unique. However, at times, the

childminder does not help new children to understand what she wants them to do and why. This does not effectively support them to understand rules and boundaries.

- Children have daily access to fresh air and exercise. In conjunction with parents, the childminder provides healthy snacks and meals. Children are learning the importance of good hygiene routines.
- The childminder uses every opportunity to encourage children to communicate. She uses ongoing commentary as children play. She encourages children to join in stories. Children name animals and talk about the textures, such as 'smooth' and 'rough'. Children identify letters and then words that start with those letters, for example 'g' for 'goat' and 'b' for 'butterfly' and 'banana'. This extends their vocabulary and reading skills well. They have lots of opportunities to draw and make marks, effectively supporting their writing skills.
- Children learn about numbers and number value. They competently count up to 10 and identify numbers 1 to 10. They are beginning to add different numbers. The childminder effectively supports children to recognise different shapes, such as 'square, hexagon' and 'oval'.
- The childminder works very well with parents. She offers them extensive feedback about their children's progress. She shares the activities that children enjoy and the next steps in their learning. This helps parents to support children's development at home. As a result, all children learn and develop valuable skills for the future and school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs and symptoms that may indicate possible abuse. She knows how to act swiftly and appropriately should she have any concerns regarding a child in her care. She is very confident about protecting children from all forms of abuse, including online dangers and extremism. The childminder ensures that activities provided are safe for all children. She completes careful risks assessments, including indoors and off-site assessments, and takes effective action to minimise hazards.

What does the setting need to do to improve?

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

- use opportunities as they arise to help children become more independent and extend their self-help skills further
- strengthen the way new children are supported to know what you want them to do and why, to help them understand clear behavioural expectations.

Setting details

Unique reference number	2544415
Local authority	Greenwich
Inspection number	10215483
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 11
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Thamesmead in the London Borough of Greenwich. The childminder is available for work Monday to Friday, from 7.30am until 7.30pm. She works all year round.

Information about this inspection

Inspector
Marvet Gayle

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 completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documents were looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector spoke to and interacted with the children and spoke to the childminder about parents' feedback.

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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