

# Childminder report

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Inspection date:

18 May 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Children thrive in the safe, secure and well-resourced environment. From the moment they arrive, they are eager to join in discussions about their experiences. For instance, children talk about their favourite pets. The childminder maximises learning opportunities by extending what children know. They discuss food that is safe for a tortoise to eat. The childminder uses her excellent observations and assessments to organise a broad range of resources for children. For instance, children are fascinated by shops and tills. Young children take great delight using notepads and pencils to write out their shopping lists. Children develop excellent literacy and small-muscle skills. In addition, they have first-hand experience of the wider world when they visit places such as the Chinese shop. The childminder's open-ended resources enable children to extend their learning during activities. For example, children use cultural materials to tell stories and extend their imaginary play while in the book corner. Children are deeply engaged in their play and learning.

The childminder's exceptional curriculum includes a language-rich environment. For instance, the childminder teaches children additional names for colours. Young children describe colours such as 'mauve'. Children's behaviour is exemplary. The childminder and her assistants are excellent role models. Older children spontaneously share resources with younger children. For instance, children work together and take turns to make bricks balance with the train track to complete their design.

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

- The childminder has high expectations of all children. Children make their own choices during play and manage tasks such as preparing snacks and meals. Children's behaviour is exceptional. They show high levels of respect for others and learn keywords in their friends' languages. This is further enhanced, for example, as these are also displayed around the setting. The childminder provides innovative opportunities for children to develop new skills and talk about cultures outside of their own. For instance, children learn about Italy and have a go at making their own pasta. They develop their understanding of how ingredients work when mixed and where food comes from. Children are exceptionally well prepared for the next stage in their learning.
- The childminder monitors children's progress meticulously and ensures that all children make excellent progress from their starting points. She skilfully provides a wide range of opportunities for children who may need support. For instance, she darkens the room and provides children with a range of sensory resources, such as light-up toys and sensory balls. This supports children who learn through sensory experiences.

- The childminder is committed to providing an outstanding quality of education for children. She ensures that any concerns are swiftly identified and shared with parents so that children can access additional support. She works closely with other settings and professionals to ensure that information is shared. This supports children's progress.
- Parents comment on the excellent care and the progress their children make in their learning. The childminder works closely with parents to encourage children's learning at home. For instance, all children take resources home, including multilingual books. Parents and children who speak English as an additional language read and see text in their first language as well as English. Children develop their communication and language skills extremely well.
- Children understand how to keep themselves safe. For instance, during the COVID-19 pandemic, the childminder provided a tray of stones instead of sand to ensure that children accessed sensory play. Young children discuss the importance of having sun cream on before they go outside when it is hot. Children have daily access to physical activities, which supports their learning well. For example, they confidently climb steps to use the upper level of the garden. Children use slides and bikes to build their large-muscle skills. They have trips to the woods, where they explore and take risks. Children have access to tape measures and writing materials outside so that they can monitor the growth of the plants.
- The experienced childminder evaluates the quality of her provision. She reviews the curriculum and training needs with her co-childminder and assistant. She identifies training and implements improvements to enhance the care and education for all children. For instance, the childminder's assistant completes a sign language course to support children's early communication and language skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of child protection procedures. She ensures that her co-childminder and assistant also understand wider safeguarding issues, such as children being exposed to extreme views and behaviours. The childminder knows how to report any concerns, to keep children safe. She creates a safeguarding 'quick guide' for adults working with children. The childminder regularly reviews the premises. For instance, she adds extra security and risk assessments for the front entrance. This helps to keep children safe.

## Setting details

<b>Unique reference number</b>	EY543811
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10232946
<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 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	5 June 2019

## Information about this early years setting

The childminder registered in 2017 and lives in the London Borough of Greenwich. She operates all year round from 8am to 6pm, Monday to Wednesday. Occasionally, the childminder operates at weekends and provides overnight care. The childminder works with an assistant and a co-childminder. The childminder holds a degree in childhood studies. Her co-childminder holds a qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## 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 provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector carried out a joint observation together to assess the quality of education.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of written feedback provided by parents.

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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