

Childminder report

Inspection date: 18 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are excited and happy to arrive at the setting. They enter confidently and politely greet staff and their friends. Children settle quickly. This shows that they feel secure in this welcoming setting. Children understand and follow the setting's rules, such as tidying up once they have finished playing. Children behave well. They are supported to use their manners throughout the day. Children play well, learn to take turns and share.

Children have good attitudes to learning. They make choices throughout the day about what they want to do next. Children are making good progress in all areas of their learning and development. This is due to the childminder's high expectations for children. The children enjoy filling and emptying different containers with water. They have fun experimenting as they pour and watch the water as it falls through the holes in the waterwheel back into the water tray. Children problem-solve and test out new ideas with the support of the childminder. For example, children enjoy exploring with different textures and learn about how they feel.

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

- The childminder has a clear idea of what she wants children to learn next. The curriculum is well thought out to ensure that all children have appropriate learning opportunities that ignite their interests. For example, children enjoy playing with water. They are fascinated at the how the water flows and moves items. The childminder supports children to understand about movement and volume. Children learn that they need lots of water in order to make the boats float.
- The childminder models language well to support children's communication skills. For example, she adds words to young children's babbles and use lots of repetition. The childminder constantly talks to children and gives them time to respond. She uses lots of good eye contact, listens well to children and ask questions to help them to think and express their ideas. Children enjoy singing their favourite songs.
- The childminder supports children's well-being effectively. She is always close by to offer comfort and reassurance. Children learn some of the ways that they can keep themselves healthy. They share nutritious meals, get daily fresh air and have lots of exercise outdoors. This supports children's physical development effectively.
- Children learn what makes them unique. The childminder encourages children to learn about people in the wider community. For example, they learn to say some words in different languages. They talk about the cultures of countries children visit on their holiday. Children learn about the world around them in very practical ways. This helps them to develop a good understanding of each other

and to be respectful and tolerant of others.

- Children play alongside each other and happily join in with activities. However, older children are not always supported as well as possible to extend their social skills to help them become ready for school.
- The childminder provides opportunities for children to make marks. For example, younger children use chalk to draw on the ground. The children talk to the childminder and her co-childminder about their work.
- The childminder supports children to make choices in their play. However, occasionally, she does not use opportunities well enough to support children's self-care skills. For instance, she often wipes children's noses instead of encouraging them to have a go.
- The childminder works closely with other settings that the children also attend to help to enhance their learning. Parents speak positively about the setting. They are happy with the information the childminder provides about their children's learning. Parents feel that their children have made good progress since they have started with the childminder.
- The childminder evaluates her provision and practice with her co-childminder and makes improvements. For example, after attending sensory training, she provides a wider range of sensory experiences for children to explore to extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm and neglect. She understands the signs and symptoms that might cause her to be concerned. She confidently explains what she would do if she has a concern about a child's safety and welfare. She knows the procedure to follow in the event of an allegation against her or anyone living or working in the household. The childminder works with other professionals, such as staff at a nursery that the children also attend. This ensures that children receive the right support at the right time to promote their health, well-being and learning. The childminder provides a safe and secure environment for children to play and learn. She has an up-to-date first-aid qualification.

What does the setting need to do to improve?

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

- build on the support that is already in place to help older children to develop their social skills and become ready for school
- use opportunities as they arise to encourage children to take on simple tasks for themselves, such as wiping their own nose, to help to extend their self-help skills.

Setting details

Unique reference number	EY495204
Local authority	Greenwich
Inspection number	10232945
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 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	26 March 2018

Information about this early years setting

The childminder registered in 2015 and lives in Eltham, in the London Borough of Greenwich. She operates all year round from 7.30am to 6.30pm, Monday to Friday. The childminder holds a relevant teaching qualification at level 6. She works with a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- This was the first 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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together and discussed the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector held discussions with the childminder at appropriate times during the inspection and looked at relevant documentation.
- The inspector carried out a joint observation with the childminder and discussed the impact on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of the views of parents spoken to on 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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