

Childminder report

Inspection date: 18 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 happy and settled with the childminder and her co-childminder in the relaxed and homely environment. They use a selection of interesting and good-quality resources, which the childminder thoughtfully organises. Children are busy as they play and enjoy memorable learning experiences. They enjoy outdoor play when they venture into the garden and this is supplemented with trips to the local park. Older children focus very well during adult-led learning activities outside.

Children enjoy the company of the childminder and her co-childminder, and frequently include the adults in their play. They confidently seek them out to support them when needed. The childminder asks the children questions and uses complex vocabulary, such as 'ingredients', to help their language development as they talk during 'cooking' activities.

Children's speech is developing well. They listen and play alongside each other and join in play with adults, who gently guide them and remind them to share. During the inspection, children spent time making marks with chalk on the floor. As they drew, they talked to the childminder about their work. Children behave well.

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

- The childminder works closely with her co-childminder. She is organised and professional in her approach. The childminder ensures that her mandatory training remains up to date. She reflects on her practice well. The childminder identifies what she needs to improve to enhance her knowledge and skills. For instance, she recently attended training on the 'Prevent' duty. This was an area the childminder felt she needed to strengthen to enhance children's safety and welfare.
- The childminder helps children to lead a healthy lifestyle effectively. Children benefit from plenty of fresh air and exercise, for example through daily access to the garden. The childminder encourages children to follow good hygiene routines and to rest if needed. She ensures meals are healthy and nutritious, and include the recommended five portions of fruit and vegetables a day.
- The childminder teaches children to be independent from an early age. Children are gently encouraged to wash their hands and feed themselves. Older children are potty trained and develop good self-care skills. They are supported to help tidy away toys when they have finished playing.
- Children regularly practise their developing mathematical skills. The childminder encourages them to count, for instance as they play with boats in water. Children happily join in counting rhymes and songs. They excitedly do the actions as they sing. However, at times, opportunities to extend older children's mathematical knowledge and skills are not used as well as possible.

- The childminder supports children to develop strong communication and language skills. She listens carefully to children and responds immediately, repeating their words back to them. The childminder introduces new words, such as 'mixing', and 'dripping', as children play with cornflour. This extends all children's language skills and, as a result, they make good progress in this area of their development.
- Children enjoy exploring materials and engage with great interest and curiosity as they mix different colour paints with cornflour. However, the childminder did not use the opportunity well to extend children's understanding of change and enhance their learning further.
- The childminder builds positive relationships with parents from the start. She shares children's learning with parents and gathers information about what they do at home. The childminder works closely with the nursery that children also attend. She assesses children's learning carefully and conducts the required two-year progress check. The childminder continually monitors children's progress. She uses the information she gathers from assessment to think about the curriculum for the individual child and what she wants them to learn next. All children make good progress from their starting points.
- Parents speak very highly of the care that the childminder provides. They comment that the childminder and her co-childminder provide a 'relaxed and happy environment' where children make many 'happy memories'. They would recommend the childminder and her co-childminder to other parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding and child protection. She keeps up to date with child protection legislation. The childminder knows the signs and symptoms which may indicate that a child might be at risk of harm or neglect. She is also aware of who to contact if she is concerned about a child's welfare. The childminder has a wide range of policies to support her good practice and promote children's safety.

What does the setting need to do to improve?

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

- help older children to extend their number skills to enhance their learning further
- use opportunities as they arise to help children understand changes, such as what happens when different colours are mixed together.

Setting details

Unique reference number	2560918
Local authority	Greenwich
Inspection number	10232131
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	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Bromley and works as a co-childminder in Eltham, Greenwich. The childminder operates Monday to Friday from 8am until 6pm all year round. She provides funded nursery education for three- and four-year-old children.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- This was the first routine inspection of the setting 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 of the environment.
- The inspector, the childminder and her co-childminder completed a joint observation of an activity and discussed the impact on children's learning and development.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at a sample of the childminder's documents. This included evidence of training and documents related to the suitability of those living and working on the premises.
- The children were happy to talk to the inspector during the inspection.

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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