

# Childminder report

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Inspection date: 17 June 2022

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| <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 move confidently around the childminder's home and garden, choosing where and how they want to play. The childminder carefully matches the resources and activities she provides to the learning needs of the children. Children have good levels of interest and particularly enjoy play when the childminder joins in with them. For example, they pretend to make cups of tea, which are shared with the childminder.

Children love playing in the garden. They engage well as they rise to the challenge of using different-sized containers with water play. Children watch with fascination as they pour water into different sections of the tray and see how it flows through the holes. They successfully manage to walk up and down steps in the garden and play on ride-on toys, moving them about with skill and control.

Children's positive actions are acknowledged with lots of praise. The childminder is a good role model and treats each child with respect. Children are confident, curious learners as they eagerly explore their safe surroundings. They know where they go to wash their hands, as the childminder guides younger children to complete the task.

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

- The childminder frequently visits playgroups and places of interest in their community with the children. This helps children to develop good social skills and learn about other people and the world around them.
- Children develop their love of books and stories. They focus well as they listen enthusiastically and join in as the childminder reads to them. Young children point to the pictures as they babble. Others are beginning to be able to name the animals.
- The childminder has a secure knowledge and understanding of how children learn and develop. She is caring and kind. The childminder provides children with a warm and well-organised learning environment. This supports children's emotional well-being and motivation to learn. However, occasionally, the childminder is not clear in her instructions to children about what she wants them to do. As a result, children do not always respond.
- Children benefit from the childminder's commitment to ongoing professional development. The childminder uses what she learns to improve her work with children. Following a training session about children's play, she has reviewed her resources and her approach to children's play. She now ensures that all resources are at children's level to allow them more independent choice.
- The childminder is keen to promote children's healthy lifestyles and good health. Children play outdoors and exercise daily. The childminder understands the

importance of movement for children's physical development. Meals and snacks are balanced and nutritious. Children sit at a table to eat. They develop good habits and reduce the risk of choking. The childminder offers children a selection of healthy food choices to introduce them to new tastes and textures in an attempt to broaden their diet.

- Parents regularly receive information about their children. The childminder explains what the children know and can do when they are with her. She makes suggestions to parents about what they can do at home and explains how this will help their children's learning. Parents state that they are very happy with all aspects of the childminder's service.
- The childminder knows each of the children she cares for well. She is observant and knows when children's interests change. For example, when children lose interest in an activity, the childminder quickly arranges other experiences that children like to help keep them engaged.
- The childminder uses her garden positively as an extension to the indoor learning environment. Outdoors, children learn about capacity as they play in water, and the childminder talks to them about 'full' and 'empty' containers. She provides a commentary on younger children's play. At times, however, the childminder does not use opportunities as well as possible to introduce a wide range of words to extend children's vocabulary further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard children. She attends regular child protection training to keep her knowledge up to date. The childminder is aware of signs that may indicate a child is at risk of harm. She has a good understanding of the procedures to follow should she have any concerns about a child's welfare. This includes what to do if an allegation is made that she, or a member of her household, has harmed a child. The childminder checks her home each day to ensure children play in a safe environment. She supports children to learn how to keep themselves safe. For example, she reminds children how to climb up the slide safely. The childminder has an up-to-date first-aid qualification so that she can provide immediate assistance should a child receive an injury that needs treatment.

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

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

- use consistently clear instructions to help younger children understand what they need to do
- introduce a wider range of words in everyday activities to help extend children's vocabulary even more.

## Setting details

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| <b>Unique reference number</b>                     | 2511383   |
| <b>Local authority</b>                             | Greenwich   |
| <b>Inspection number</b>                           | 10191725  |
| <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 9  |
| <b>Total number of places</b>                      | 5   |
| <b>Number of children on roll</b>                  | 7   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The childminder registered in 2019. She lives in Blackheath, in the London Borough of Greenwich. She is available to work from 7.30am until 7.30pm, Monday to Sunday, 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 inspector and the childminder completed a learning walk together to discuss activities and the intentions for children's learning.
- The inspector and the childminder discussed and evaluated the learning activities together.
- The inspector took account of the views of parents spoken to during the inspection and from written feedback.
- The inspector looked at required documentation, including evidence of the suitability of the childminder.

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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