

Childminder report

Inspection date:

26 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

The childminder greets children with a warm welcome. She supports children who are feeling shy or unsettled by giving them time and comfort. This helps children to feel safe and secure in her care. The childminder gathers key information from parents to help support children throughout the day. This means that she knows children and their routines well. As a result, the childminder is able to attend to children's individual care needs. Parent partnership is effective. The childminder keeps parents informed about their children's day, including activities and meals.

The childminder has high expectations for children's behaviour. She encourages them to share and uses a timer to aid this. The childminder uses gentle reminders of manners to support children's social skills. For example, when children ask for something, she repeats back the question with 'please' added. Unfortunately, these expectations do not extend to what children can achieve. This means that not all children receive enough support to reach their full potential.

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

- The childminder implements a child-led curriculum. However, she does not have a clear enough knowledge of how to support children's learning. This means that aspects of her teaching practice are not yet good because planned activities do not meet all children's individual needs. This impacts negatively on children's learning and development. Despite this, the childminder demonstrates a commitment to improving her knowledge further to enhance children's development.
- The childminder shows an awareness of keeping her professional development opportunities up to date. However, she does not focus this enough on her teaching practice, and does not yet have enough knowledge of how children learn, to enhance the delivery of her curriculum. As a result, the childminder's curriculum is not implemented well enough.
- Children with special educational needs and/or disabilities (SEND) make good progress. The childminder supports children with SEND well, especially in regard to their communication and physical development. She communicates with parents and liaises with other agencies for advice and guidance. The childminder makes referrals to professionals, when needed, and supports parents through this process. She uses a range of ways to communicate with children, such as using picture cards and hand gestures. This means children with additional needs generally make good progress.
- The childminder speaks clearly and models language well. For example, she repeats back what children say with the correct pronunciation. The childminder supports children who are learning English as an additional language. She gathers important words and phrases from their home languages. This helps

children to build on their developing language and communication skills.

- Children have opportunities to learn about their similarities and differences with their friends and wider community. Children learn about the celebrations and food from countries that are meaningful to children who attend the setting. This helps children to develop an understanding of the world and appreciate the differences in others.
- The childminder does not use daily routines effectively. Children do not understand the sequence of their day and what is expected of them. As a result, children spend little time engaged in activities. Nevertheless, children are happy and enjoy their time in her setting.
- Children are encouraged to be independent and follow good hygiene routines. For example, they wash their own hands. Older children are taught how to put on their own coats and shoes ready for their transition to school. This helps them to develop good self-care skills.
- Children have many opportunities to be physically active and develop their muscles. They have access to the garden and visit soft-play centres and local parks regularly. The childminder provides healthy and nutritious meals and snacks. Children choose the fruit they would like and they have access to fresh water throughout the day.
- Parents speak highly of the childminder. They say that she is reliable and supportive and she treats children with love and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of safeguarding to recognise the signs of abuse and to keep children safe from harm. She has clear policies and procedures in place. The childminder demonstrates confidence to report any concerns she may have about children in her care. She keeps up to date with mandatory training such as safeguarding and paediatric first aid. The childminder keeps her premises clean, safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
identify and plan challenging and enjoyable experiences for children to learn and develop in all areas	23/06/2022

target training and professional development to improve the quality of teaching and education to a consistently good level.	23/06/2022
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To further improve the quality of the early years provision, the provider should:

- review the implementation of daily routines and planned activities to enable children to develop and maintain high levels of engagement in their play and learning.

Setting details

Unique reference number	EY460085
Local authority	Greenwich
Inspection number	10219777
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 4
Total number of places	5
Number of children on roll	10
Date of previous inspection	3 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in West Thamesmead, in the London Borough of Greenwich. She provides care all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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