

Childminder report

Inspection date: 13 July 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 settled, confident and happy. They are independent and choose their own play with confidence. Children have a positive attitude towards their learning. They are excited to join in with the motivating and challenging activities that the childminder carefully plans for them. For example, children have an interest in a book about animals. They go on to talk about the different habitats in which animals live. Children enjoy making three-dimensional models. For example, they use a range of different materials to make their own car garage. Children explore the natural world around them. For instance, they collect natural objects, such as sticks and leaves, and go on to create a picture using them.

Children behave well and are polite. They show empathy towards each other and are caring. For example, when a child becomes a little upset, other children comfort them and show them kindness. Children learn about the importance of healthy lifestyles. They talk about healthy foods and the benefits on their bodies at mealtimes. Children have good opportunities to develop their physical skills and learn to move in different ways. For instance, they confidently use more challenging climbing and balancing equipment during routine trips to the parks and woods. This includes climbing trees and balancing on beams.

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

- The childminder gets to know children well. This includes finding out about their individual personalities, and their likes and dislikes. The childminder establishes secure and trusting relationships with children. Children have a good sense of belonging and positive levels of self-esteem. For example, they are keen to play games with the childminder and initiate cuddles with her.
- The childminder has a good understanding of all areas of learning. She includes children's ideas and suggestions into her plans for activities. This helps to keep children motivated to learn. Overall, children are engaged in their learning experiences. However, the childminder does not consistently ensure that changes in routine are fully explained. Therefore, children do not always understand what is expected of them during these times. They appear to wander aimlessly and become easily distracted between changes in activities, such as moving from tidying up to snack time. However, all children make good progress, including those who speak English as an additional language.
- The childminder builds and maintains positive relationships with parents. She communicates with them each day, and keeps them fully involved and informed in their children's learning and achievements. For example, the childminder regularly shares photos of their children's time at the setting. She shares books and activity ideas with parents to enjoy learning at home together with their children.

- The childminder reviews her practice effectively. Each day she evaluates how much children have enjoyed their exercises. The childminder uses her findings to support her future performance and activity plans.
- The childminder attends beneficial training and keeps her knowledge and skills up to date. For example, she has recently learned about the different ways that she can support children to develop attachments and develop their emotional well-being. As a result, children are encouraged to express how they are feeling using pictures of faces showing different emotions.
- The childminder uses some effective ways to communicate with staff at settings children also attend. For example, on occasion she speaks to the staff when she collects the children. However, she does not yet communicate with them routinely, such as sharing children's next steps in their learning. Therefore, she does not yet provide the highest level of consistency to all children's shared care and learning.
- The childminder encourages children to develop good communication skills. Children are confident to share their thoughts. For example, they are confident to sing songs to each other and share their ideas during imaginative play. The childminder asks thought-provoking questions, and gives them time to think and then answer.
- The childminder supports children to learn about other people outside of their own communities and experiences. Children find out about the languages, religious beliefs and traditions of other cultures. For example, they talk about the traditions of the Muslim faith. Children enjoy trying on traditional African gowns and taste food from around the world, such as Arabic dishes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding and child protection. She knows the signs and symptoms of potential abuse, including radicalisation and extremism. The childminder knows who to contact to seek advice and how to follow up and raise any concerns. The childminder keeps her knowledge up to date. For example, she completes regular safeguarding training and ensures that she has an in date paediatric first-aid certificate. Children learn how to keep themselves and others safe. For example, they talk about how to remain safe on a station platform when waiting for a train.

What does the setting need to do to improve?

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

- support children further to understand what is expected of them during changes in routine to help keep them engaged throughout
- build on the ways to communicate with staff at settings which children also

attend to strengthen the partnerships and support children through a more consistent approach.

Setting details

Unique reference number	2554283
Local authority	Greenwich
Inspection number	10232068
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	3 to 5
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She is located in Woolwich in the Greenwich area of London. The childminder cares for children all year round from 7.30am to 6.45pm, Monday to Friday. She provides funded early education for children aged three years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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