

Childminder report

Inspection date: 25 August 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 busy as they explore and play with their chosen activities. They feel safe and secure in the childminder's welcoming home. Children develop their independence as they learn how to manage personal tasks. For instance, they put on their wellington boots and coats before going outside to splash in the rainwater. They ask for help if needed and enjoy lots of cuddles with the childminder.

Children develop their problem-solving skills as they complete a variety of puzzles. They are inquisitive and keen to practise their fine motor skills as they persevere with tasks. Children take turns placing the pieces into the puzzle. Their behaviour is good. They are proud of their achievements and enjoy the praise they receive as they fit the pieces into the right space.

Children develop a focused interest in reading. They enjoy predicting what will happen next in the story and help to turn the pages of the book. The assistant supports children who struggle to sit and focus. For example, she encourages them to point to the different characters on the page. This enables all children to be fully engaged as they listen to stories.

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

- The childminder is a good role model who provides children with clear rules and boundaries to help meet their emotional needs. She makes good use of praise to reinforce positive behaviour as she thanks the children for being kind to their friends. The childminder plans activities to enable children to practise sharing. For example, during imaginary play, the children enjoy using a spoon to feed the large toy dinosaur. Once they have finished, they pass the dinosaur on to their friends so that they can have their turn.
- Opportunities to explore the local community are important to the childminder. For example, she takes the children to the maritime museum to learn about the history of the area. The children particularly enjoy visiting the local parks where they can feed the ducks. The childminder has a strong focus on teaching the children about their own and their friends' cultural backgrounds. This helps the children to learn about the wider world around them.
- The childminder is passionate about her role. She constantly updates her practice. For instance, she completes regular training to help her to improve her already good knowledge and skills. The childminder monitors the work of her assistants and offers support to help them to develop their practice further.
- Effective settling-in procedures are in place to help to support children to form strong attachments with the childminder and her assistants. For instance, they liaise with parents to find out key words that children who speak English as an additional language speak at home, such as in relation to their wants and needs.

They use these words in their interactions with children to help them to settle into their new routines.

- The childminder and her assistant have high expectations for children's learning. They respond positively to children's changing interests. They recognise when children tire of activities and are ready to move on to something else. For example, when children have exhausted their interest in the puzzles, they then set up paper, pens and crayons for them to explore making marks. The children talk about the marks they make as they draw and make patterns on the paper.
- The daily routines are well organised and promote children's physical development and well-being effectively. Children enjoy home-cooked meals at the childminder's home. The childminder is aware of the importance of providing children with a range of nutritious and healthy foods, including a range of fruits and vegetables. However, the childminder does not always fully extend children's understanding of the importance of eating healthy foods during play activities.
- The childminder makes good use of repetition to support children's language development. For example, she talks about the 'pop' of the soap bubbles as the children play with the bubble machine. She introduces new words to children's vocabulary. However, she does not always provide children with time to think about their responses. At times, this prevents children from expressing their thoughts and ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the importance of having a secure understanding of how to safeguard children. This includes issues such as being alert to extreme behaviours and views. The childminder keeps her child protection knowledge up to date through regular training. She ensures that her assistants are aware of the procedures to follow if they have any concerns about a child. She understands the importance of ensuring that all adults working with children are suitable to do so. The childminder is fully aware of the importance of constantly supervising and being vigilant to ensure that she always maintains children's safety and welfare.

What does the setting need to do to improve?

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

- provide children with more opportunities to learn about the importance of making healthy choices
- give children sufficient time to process and respond to questions, to help them to develop their thinking skills.

Setting details

Unique reference number	EY482347
Local authority	Greenwich
Inspection number	10231933
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in the Royal Borough of Greenwich. She operates for most of the year from 8am to 6pm, Monday to Friday. The childminder has three registered assistants. A maximum of two work with her at any one time. The childminder holds a relevant early years qualification at level 3. One assistant holds a qualification at level 2.

Information about this inspection

Inspector

Sara Garrity

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 observed the assistant interacting with the children, and the childminder fed back to the inspector about the learning taking place.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of the assistants and all household members and viewed the childminder's qualifications.
- The inspector spoke to parents and read parent questionnaires to gain their views on the service they receive.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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