

# Childminder report

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Inspection date:

6 December 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 are happy and settled within this safe and homely setting. They develop strong attachments with the childminder and her co-childminder. Children are confident and articulate their likes and dislikes clearly. They are given choices during activities, such as which animal masks they would like. Children show excitement at the choices they have made. They are focused and engaged. For example, they stomp, charge and roar around the room in character. Children's behaviour is good. The childminder is a positive role model. She models to children how to speak respectfully to each other. Children form positive relationships with their peers. They share ideas and work together. For example, they line up chairs to create a bus.

The childminder has high expectations of children. Children are encouraged to be independent. Even the youngest children attempt to put on their slippers when they fall off. Although they may not always get the right feet, the childminder allows them time to persevere and succeed. As a result, children develop confidence in their own abilities to achieve. The childminder recognises the impact of the COVID-19 pandemic on children's learning and development. She has developed the curriculum to support all children to make good progress from their starting points in learning.

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

- The childminder observes children when they play to find out what they already know and what they need to learn next. She plans children's next steps in learning, which are appropriate to their individual needs and allow for challenge. Children are well prepared for the next stage of their learning.
- Children are enthusiastic and engaged. For instance, they start the daily morning exercise session with cheers as everyone jumps up ready to start. The childminders jointly lead the session. They play familiar songs and children all sing along. Children jump, wiggle and shake, following the lead of the childminder. They learn new ways to move to the music as they freeze, hop and balance. This helps to promote their physical development.
- Overall, the childminder promotes children's early communication and language skills well. She models language as children play, and uses lots of repetition and labelling. The childminder emphasises key words in stories and shares books and rhymes regularly. However, sometimes, the childminder asks children too many questions without allowing them time to recall information and answer. This does not support children to consistently extend their communication skills further.
- The childminder uses local activities to support children's learning which takes place within the setting. Children visit local playgroups to develop their

confidence in larger group settings. They visit the local soft-play centre, which helps them to develop their large muscles within a safe environment. With agreement from parents, the childminder takes children swimming to build their confidence in the water.

- Children learn about being healthy. The childminder prepares healthy and nutritious meals for children, fresh each day. Children enjoy trying new tastes and textures. They learn about good oral health and the effect of sugar on their teeth. When using the bathroom, children are reminded to wash their hands once they have finished. However, the childminder does not consistently promote children's development of good hygiene routines. For example, not all children wash their hands before eating snack or lunch.
- Partnership with parents is good. Parents describe the feedback which they receive from the childminder as detailed. They describe the childminder as professional. The childminder works with parents to complete the progress check when children are aged between two and three years. She works with parents to ensure that an overall picture of children's development is captured and recorded.
- The childminder celebrates the diversity of all children. She provides multicultural resources across the curriculum to allow children to see themselves positively reflected. This helps children to develop high levels of self-esteem. Children learn about what makes them unique. Parents share recipes from home to allow children to experience different cuisines. The childminder uses key words in children's home languages to help children to feel settled and secure.
- The childminder continues to invest in her own professional development, undertaking training to further her own knowledge of child development. She evaluates her practice regularly to ensure that she meets the needs of individual children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she attends regular training. She understands her duty of care to keep children safe from harm. The childminder is clear of the different categories of abuse and the signs to be aware of. There are clear recording and reporting procedures in place. The childminder teaches children to keep themselves safe in and out of the setting. Children learn about respecting the boundaries of others, road safety and not talking to strangers. The childminder is aware of the dangers which children may face online. She shares with parents the importance of supervising their children's online activity and to put parental controls in place.

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

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

- give children time to reflect on the questions asked and recall information to further develop their communication skills
- promote children's development of hygiene procedures more consistently, such as handwashing.

## Setting details

<b>Unique reference number</b>	2581330
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10251014
<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 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and works alongside another childminder from the same premises. The childminder lives in Kidbrooke, in the London Borough of Greenwich. She offers care all year round, from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate qualification in home-based childcare.

## Information about this inspection

### Inspector

Natalie OLeary

### 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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