

Childminder report

Inspection date: 4 May 2023

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and secure in the childminder's care. They benefit from the information shared between the childminder and their parents during home visits. Children enjoy activities that reflect their interests. Children with special educational needs and/or disabilities (SEND) have good opportunities to make choices about what to do and are consistently engaged in learning.

Children help to prepare meals and snacks. They enjoy eating fruit that they plant and harvest. Children use their imaginations well. For example, they play with dolls and make use of puppets and soft toys during bubble-machine activities. Children learn more about the world around them during local outings. They visit markets and experience new food, such as dragon fruit. Children are challenged to move their bodies in different ways as part of soft-play sessions. Children with SEND develop and strengthen their small hand muscles as they use fidget toys, cubes and calculators. This prepares them well for later writing.

Children develop their listening and attention skills as they play games that encourage them to respond to different speeds or sounds. Children who speak a language other than English at home quickly acquire English-speaking skills. Children become curious and independent learners. They practise a broad range of skills that prepare them well for future learning.

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

- The childminder has taken positive steps to address the weaknesses identified at her last inspection. The development of her professional practice has enhanced the quality of education that she provides. The childminder now better understands how to implement an effective curriculum. The impact of this is evident in children's consistent engagement in learning and what they know and remember. The childminder's plans to develop her assistant's skills are less well developed.
- The childminder implements ideas gained from training, such as increasing opportunities for reading and sharing books. She prepares book bags to support children's learning at home with parents. The childminder speaks with children about what they do and regularly introduces them to new words. She uses successful methods to support children who find it more difficult to communicate. For example, children with SEND use visual aids to select favourite stories.
- The childminder regularly shares her accurate assessments of children's learning with parents. She identifies potential concerns about children's development at an early stage. The childminder works well with other professionals who may be involved in the children's care. This shared approach helps her to address

emerging or persistent gaps in learning promptly and effectively.

- The childminder is a committed advocate for children with SEND. She uses her good knowledge of referral and funding procedures to get parents and children the help that they need. Children's moves to school or nursery are well planned with the close engagement of parents, local advisers and school staff. This helps future practitioners to understand how children learn best.
- Children respond well to the childminder's high expectations. They understand and follow instructions. Children receive good support from the childminder to behave well and they acquire positive social skills. The childminder responds well to the individual needs of children. For example, she understands when children need to be more active and adjusts her activities accordingly.
- The childminder provides children with good opportunities to develop their independence. Children put on their shoes, serve themselves snack and make decisions about what to do. Children with SEND understand how to use visual aids and make their choices known. The childminder encourages children to do things for themselves. For example, children feed the family guinea pig under her close supervision.
- The childminder makes good use of resources within her local community to extend children's learning. For example, library visits expose children to a wider range of books and rhymes. The childminder uses real-life experiences, such as visits to the farm or market, to further develop children's understanding of those around them. However, some children have fewer opportunities to develop an awareness of their own uniqueness and acquire a stronger sense of belonging.

Safeguarding

The arrangements for safeguarding are effective.

The childminder uses what she knows about children and their families to prioritise their development and support needs. She signposts parents to relevant agencies for further support and helps children who are particularly vulnerable to communicate their needs effectively. This contributes well to the safety and well-being of children and their families. The childminder is confident in recognising possible indicators that a child is at risk of harm or abuse. She provides parents with sensitive support and advice and shares information with other professionals appropriately. The childminder uses technology in her home safely. She maintains accurate records of children's personal care and is alert to changes in their health.

What does the setting need to do to improve?

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

- strengthen arrangements for the ongoing support and supervision of assistants
- expand opportunities for children to recognise and value their backgrounds and languages.

Setting details

Unique reference number	EY460085
Local authority	Greenwich
Inspection number	10247937
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 7
Total number of places	5
Number of children on roll	7
Date of previous inspection	26 May 2022

Information about this early years setting

The childminder registered in 2014 and lives in West Thamesmead, in the Royal 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. The childminder holds a relevant qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development.
- 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 the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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