

Childminder report

Inspection date: 23 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel happy, safe and secure in the childminder's care. They develop good relationships with her and seek comfort and reassurance when they feel sad or unsettled. This helps to support children's emotional well-being. Children benefit from key information shared between the childminder and parents when they start their day. This helps children to settle and have their needs met throughout the day.

Children behave well and have a positive attitude towards learning. They are excited about planned activities. Children play for long periods while exploring the activities. Younger children show enjoyment as they laugh while continuously rolling a ball to the inspector.

The childminder has high expectations for every child. All children make good progress from their starting points. For example, children who speak English as an additional language make progress with their speech. Children interact well together and demonstrate kind and caring actions towards younger children. For example, older children help to feed younger children with the childminder's support.

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

- Children make good progress from their starting points. The childminder knows children well. She plans a curriculum with a variety of activities and experiences that support children to build on what they already know and can do. The childminder adapts activities to cater to all age groups in her care. For example, older children match objects by colour, shape and size, while younger children sort and explore various objects with the childminder's support.
- Children of all ages are confident and independent. Older children select their own activities and express their own ideas to each other. Babies independently explore the resources and interact with visitors. This helps children develop skills needed in later life.
- Children learn to enjoy healthy and active lifestyles. They benefit from daily exercise and access outdoor spaces regularly to build muscles and get fresh air. The childminder provides healthy home-cooked meals and offers a range of fruit and vegetables. Children have access to fresh water throughout the day.
- The childminder gives children a wide range of experiences to teach them about the world around them. For example, together they visit the library, shop locally and attend cultural celebrations within the community. These experiences away from the setting teach children about their local community and the people who help us.
- There is good support for children's emerging language. The childminder talks to

children during their play and comments on what they are doing. All children enjoy songs and stories. Young children are introduced to single words to help them to identify objects.

- The childminder supports children who speak English as an additional language well. The childminder speaks Lithuanian and uses both English and Lithuanian when speaking to Lithuanian-speaking children. For children who speak other languages, she uses keywords and phrases in their home language and picture cards to help them to understand the words being spoken.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She works closely with parents and other professionals to ensure children receive consistent support and care to make good progress in their development.
- The childminder encourages children to share and take turns to support their social skills. However, when resolving minor conflicts, she does not always acknowledge children's feelings or provide clear explanations as to why their behaviour is not acceptable. This means children do not consistently learn how their actions impact others.
- The childminder invites parents to participate in surveys to gain their views. She uses this to reflect on her practice and the service that she offers. The childminder has a clear commitment towards her continuous professional development. She prioritises time for her reading or to complete training. This helps her to raise her teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding issues and is clear about her role and responsibilities to protect children from harm. The childminder is aware of the signs that may indicate a child may be at risk. She understands the correct procedures to follow if she is concerned about a child's welfare. The childminder manages risk well. She uses risk assessments in her environment and in places she may visit to be able to identify and remove any hazards to ensure the safety of the children.

What does the setting need to do to improve?

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

- further support children to manage their own feelings and behaviour and understand the impact their behaviour has on others.

Setting details

Unique reference number	EY430272
Local authority	Greenwich
Inspection number	10295796
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 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	12 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in the Woolwich Arsenal area of the Royal Borough of Greenwich. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Katie Smith

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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