

Childminder report

Inspection date: 15 January 2024

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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

The childminder successfully creates a welcoming environment as part of her practice. Children settle in quickly and respond positively to the daily routine. The childminder cares for children in the early years age range and provides wraparound care for school-age children. Younger children quickly adapt to the daily trips out to drop off and collect older children from school. The childminder makes the most of being out in the community to enhance her curriculum and provide additional opportunities. For example, during the day, children attend sessions at the local library to enjoy singing and story time.

Children receive clear messages about behavioural expectations from the childminder. The childminder models respect and politeness in a consistent manner, such as saying 'please' and 'thank you'. Children learn to use polite language and be respectful of others. This helps them to build positive relationships and supports their social interaction.

The childminder checks her home each day to ensure that the environment and resources are safe and suitable for children. Children make choices about the resources they play with and develop positive attitudes to their learning. The childminder is ambitious about what skills children can develop, and she supports children to learn to carry out tasks by themselves. This helps children to make good progress in their learning.

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

- The childminder knows the children in her care well. Before children start, the childminder finds out what children know and can do. She continues to observe and assess the children to identify any gaps in their learning and to develop next steps. The childminder works closely with parents as children's interests develop to provide continuity in their learning.
- Children are focused on their play, and they enjoy interacting with others. The childminder plays with and alongside children. She discusses what children are doing so they hear the vocabulary related to the activity. This helps to develop children's language and allows them to hear new words. However, when the childminder asks children questions, she does not always give them enough time to respond and develop their confidence in speaking.
- The childminder takes children to the local library and reads to them. Children hear stories and rhymes during their day. However, there is limited opportunity for children to explore books independently at the childminder's home. This means they do not always get the opportunity to follow their interests and make choices about the books they explore.
- Children hear age-appropriate mathematical language as they play. The

childminder introduces counting during play to promote numeracy. Children learn about shape, textures and colours and can describe their toys and creations using recognisable words. This helps children to talk about their toys and creations and develop a strong foundation in early mathematics.

- Children learn about healthy eating and healthy lifestyles. For example, as they have their lunch, the childminder talks to them about what they are eating and how it helps them to stay fit and well. Parents provide healthy snacks, such as fruit. The childminder ensures that children have access to fresh water. She monitors children's packed lunch and speaks to parents about the importance of a balanced diet. Children have access to a garden, and they take regular trips to local parks and playgrounds. This helps to develop children's physical skills.
- Parents are very happy with the service provided by the childminder. They say the childminder is welcoming and their children develop good bonds with her. Parents say the childminder has been very helpful in supporting them to apply for funded early education places. The childminder values her relationships with parents and shares ideas with them to further support children's learning at home.
- Since the last inspection, the childminder has undertaken training to improve her knowledge and understanding of safeguarding. She has considered ways to stay up to date with all aspects of her provision and makes use of regular training sessions to develop her knowledge and improve her provision.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 consider their responses to questions to support their early communication skills
- have books readily available for children to access independently throughout the day so they can develop a love of reading.

Setting details

Unique reference number	EY364249
Local authority	Greenwich
Inspection number	10279372
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 January 2023

Information about this early years setting

The childminder registered in 2007. She lives in Thamesmead, in the London Borough of Greenwich. The childminder opens each weekday, from 7am until 6.30pm, all year round. She holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Trina Lynskey

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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