

Childminder report

Inspection date: 22 February 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and show high levels of emotional well-being. The warm and welcoming childminder provides an inclusive environment for all children and ensures that their individual needs are met. Children make good progress from their starting points. They are inquisitive, and they actively explore, investigate and learn how things work within the safe and well-resourced environment. All children make good progress.

The childminder supports children's communication and language skills well. She makes good use of her conversations with children to help extend their vocabulary. For example, as children play with different coloured bugs, she introduces w vocabulary such as 'centipede' and 'grasshopper' to describe what the children are finding. Children happily talk about what they are doing and repeat the words and phrases they hear from the childminder.

The childminder provides a secure and interesting environment that helps children to settle quickly. She is a good role model. Children behave well. Children are confident and sociable and eagerly include others in their play. The childminder has a warm and patient approach. Children are encouraged to listen carefully and say 'please' and 'thank you' at appropriate times. This supports their social development and understanding of simple instructions for their next stage of learning.

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

- The childminder plans a sequenced, child led curriculum, through children's interests and next steps that build on what children already know and can do. The childminder knows where each child is in their development and what they need to learn next to continue to develop. This helps children to make good progress in their learning. However, the childminder does not consistently use activities to challenge the children to enhance their learning further.
- The childminder supports children's developing communication and language by introducing new words as she comments on their play. Children enjoy looking at books and sharing them with the childminder. They keenly repeat familiar words and phrases, and eagerly press buttons to hear animal sounds. This supports children to make good progress in their speaking skills.
- The childminder threads common themes such as numbers and colours into children's learning throughout the day to reinforce what they already know and to extend their knowledge. For example, children begin to recognise colours as they match objects to the coloured pots and count how many they have. The childminder encourages children to compare sizes as they play with dinosaurs. Children are acquiring early mathematics knowledge in preparation for later

learning.

- The childminder supports children's independence well. She encourages children to put their puddle suits and boots on ready for the garden and supports children to reach to wash their hands independently. Children enjoy carrying out small tasks as they eagerly help the childminder to tidy up. This helps them to develop their confidence and self-esteem.
- The childminder encourages children to be physically active and have plenty of fresh air and exercise. Children enjoy time in the garden as they ride scooters and play with footballs at the local park. Children enjoy regular trips to local groups and park and dedicated forest areas to learn about their local environment. Children develop their fine motor skills as they use scissors and chop sticks to pick up pieces of paper. This builds their hand muscles in preparation for early writing.
- Parents speak positively about the childminder. They say their children are very happy to attend her setting and develop a close bond with her. Parents state the childminder provides a nurturing environment for children and that they are making good progress under her care.
- The childminder attends various groups with other childminders and shares good practice. She regularly reflects on her setting and identifies areas she can further develop to support children even better. The childminder undertakes training to update her knowledge. For example, following recent training she has developed a cosy area for children to use when feeling overwhelmed. This demonstrates that training is carefully considered to have a direct, positive impact on children.

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:

- provide greater challenge when planning activities for children to enable them to make the best possible progress.

Setting details

Unique reference number	EY338321
Local authority	Greenwich
Inspection number	10311939
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	16 April 2018

Information about this early years setting

The childminder registered in 2006. The childminder is located in Eltham, in the London Borough of Greenwich. She provides childcare Monday to Friday all year round. The childminder holds a relevant childcare qualification at level 3. She offers funding for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 and inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector spoke with the childminder about children's learning and development.
- The inspector observed interactions between the childminder and children.
- The inspector spoke to parents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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