

Childminder report

Inspection date: 11 June 2021

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 applicable

What is it like to attend this early years setting?

The provision is good

Children develop a strong bond with the childminder, and they are happy and confident in her care. The childminder uses the settling-in period to develop a nurturing relationship with children and strong communication with parents and carers. Parents and carers say that the childminder provides a safe environment and supports children's growing independence extremely well. The childminder maintains a good balance of observing children as they play and interacting with them. This means the childminder has a highly effective understanding of what children know and can do. The childminder uses her excellent knowledge of the children in her care to plan engaging and interesting activities to support their learning. Children make good progress from their starting points and they are eager to participate in the activities set up by the childminder. The childminder has organised the home environment to be welcoming, accessible and easily adaptable. This means the childminder can effectively support children of all ages attending on different days across the week. Children can access resources easily and they enthusiastically help to tidy up their toys when they are finished playing. The childminder establishes clear boundaries to promote positive behaviour and help children understand their feelings. Children respect their environment and they develop a strong understanding of what they should and should not do. Children behave well and they act kindly towards others. Children are encouraged to support each other, share their knowledge, and investigate new learning together. This helps children develop supportive friendships with their peers.

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

- The childminder is a highly effective communicator. She asks children well-considered questions while they play, and she gives them enough time to respond. This supports children's early language development and their confidence. The childminder encourages children to speak to each other, ask questions and get help from their peers. This develops children's communication and interpersonal skills.
- The childminder demonstrates her teaching skills by observing children as they play and introducing new elements to activities. This maintains children's engagement and further extends their learning. For example, during a water play activity, the childminder adds bubbles. This changes the direction of the play, introduces new vocabulary, and adds to children's delight in their learning. Children play happily, purposefully and with a lot of smiles and laughter.
- Children's independence is very well supported. The childminder encourages children to wash their hands, change their clothes and put on their own shoes. Children respond enthusiastically to requests to help tidy resources and set the table. This means everyone plays an active role in ensuring the day runs smoothly.

- The childminder knows the children in her care well. She knows what children like and how to use their interests to create interesting activities to further their learning. However, there is scope for the childminder to further develop her knowledge and understanding of teaching skills.
- Children visit a range of parks, playgrounds and playgroups in the area with the childminder. The childminder has a private balcony and access to a large communal outdoor space. Children have plenty of opportunities to climb, swing, run and play outside. This supports children to extend their physical mobility.
- Partnerships with parents are strong. The childminder works with parents to support children's learning and development at home. For instance, the childminder shares strategies to help parents promote positive behaviour. This provides continuity for children between their home and the childminder.
- Children learn to make healthy food choices to support their understanding of healthy lifestyles. The childminder cooks a wide variety of food and children enjoy fresh fruit and yoghurt for dessert. Children have their evening meal alongside the childminder's own children. This gives children a sense of belonging in the childminder's family home.
- The childminder has a wide range of books and a dedicated reading area. Children and the childminder choose books to read together during daily story sessions. Children can use the space for quiet time to explore books independently. This helps children develop a love of books and stories.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of the signs and symptoms of abuse and neglect is secure. She knows how to make a referral to the local safeguarding partnership should she have concerns about the welfare of a child in her care. The childminder conducts risk assessments of her home and trips. This helps ensure children's safety and minimises hazards. The childminder keeps her knowledge of safeguarding and first aid up to date by attending relevant courses.

What does the setting need to do to improve?

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

- explore ways to maintain and build on good practice by focusing professional development on opportunities to further enhance teaching skills.

Setting details

Unique reference number	EY557003
Local authority	Greenwich
Inspection number	10174963
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 3
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in London Borough of Greenwich. The childminder provides care on weekdays, 8am until 6pm most of the year.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the setting received since the start of the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in the evaluation of the setting.
- The inspector and the childminder completed a learning walk to view resources, look at the areas of the premises used for childminding and understand how the curriculum is organised.
- The inspector and the childminder undertook a joint observation of an activity. The inspector considered the quality of teaching and the impact this had on children's learning.
- The childminder discussed with the inspector how she supports children's learning and development and plans to continue to develop her practice.
- The inspector sampled relevant documentation and reviewed evidence of the suitability of persons living in the household.
- The inspector observed interactions between the childminder and the children throughout the inspection. The inspector asked the childminder questions at appropriate times during the inspection to establish her understanding of how to care for and safeguard children.

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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