

Childminder report

Inspection date: 7 June 2023

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 are happy and settled in the childminder's welcoming home. They form affectionate and trusting relationships with the childminder and her assistant. This helps them to feel safe and secure. Children access equipment and activities, which are familiar and reflect their experiences at home. For example, the childminder provides resources, such as metal cooking utensils, to support children's role play. She asks parents about the events that are important to their families. Therefore, children celebrate festivals such as Holi and Christmas together. This helps them to feel at home and builds their self-esteem.

The childminder has high expectations for children. She provides an array of enriching experiences to help spark their curiosity and instil a love of learning. For instance, children learn about the life cycle of a butterfly by observing real caterpillars, so that they see their transformation first hand. They visit the local parks and riverside to learn about nature and the changing seasons. Children are enthusiastic and show positive attitudes to learning. For example, they are keen to explore the texture of play dough and investigate how they can shape it using their fingers and simple tools. They demonstrate that they can plan and complete tasks, as they build models from construction sets.

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

- The childminder is highly qualified and experienced. She is committed to continued professional development, and supports her assistant effectively to further enhance her skills and knowledge. Therefore they understand how to promote children's learning and to keep them safe.
- The childminder regularly reflects on her provision and makes plans for further improvements. For instance, she explains how she will carry out home visits when children join her setting, to help them settle and form a strong bond with her from the start.
- The support for children's language development is a real strength. For example, the childminder and her assistant regularly read to children and incorporate a wide range of words into their conversations and activities. They ask thought-provoking questions and encourage children to recall and use the language they have heard, using words, signs or gestures. Therefore, children become effective communicators.
- The childminder works with outside agencies to support children and their families, including where children have special educational needs and/or disabilities. For instance, she follows advice from a speech therapist, who visits the setting regularly to support children. The childminder and her assistant use specialist techniques, such as signing and using visual aids, to help all children express themselves. This helps to close any gaps in learning.

- Children are offered healthy meals and snacks, prepared freshly by the childminder. They are given time and encouragement to explore the textures, tastes and aromas of fruit and vegetables. Parents describe how this helps their children to enjoy a varied, balanced diet and develop positive attitudes to healthy eating.
- The childminder incorporates recipes from around the world within her menus for children. She plans activities that help children learn about events in the outside world, such as celebrations for Pride. This helps children to understand that we live in a diverse world and prepares them for life in modern Britain.
- Children learn to be independent in their play and confidently make choices about what they want to do. However, the childminder does not consistently support children to be independent with their personal care. For example, she and her assistant put children's coats and shoes on for them, even though they demonstrate the physical skills to do this independently.
- The childminder and her assistant are skilled at supporting children's behaviour. They provide consistent reminders about their expectations and teach children to convey their needs and feelings in positive ways. Therefore, even the youngest children know how to share resources and ask for a turn using gestures.
- The childminder recognises the importance of good parent partnerships. She ensures that there is a constant exchange of information to support continuity in children's care and learning. Parents are delighted with the childminders service, and describe her care for children as 'exemplary'. They comment on the stimulating learning environment and broad range of activities, which help their children to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to keep children safe and healthy. They attend relevant training to help them safeguard children effectively. The childminder and her assistant know how to identify signs of child abuse. They are familiar with potential risks to children's welfare, such as from radicalisation or domestic abuse. They know the procedures to follow if they become concerned about a child, or if there is an allegation made about one of them. The childminder uses risk assessments effectively to ensure that her home is safe and hygienic for children.

What does the setting need to do to improve?

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

- provide more consistent support and encouragement for children to become independent in managing their personal care skills.

Setting details

Unique reference number	2633316
Local authority	Greenwich
Inspection number	10289094
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	1 to 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in the Royal Borough of Greenwich. She operates her service Monday to Thursday, from 8am to 6pm, throughout most of the year. The childminder holds a level 6 childcare qualification. She works with an assistant. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Sarah Crawford

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 provider and has taken this into account in their evaluation of the provider.
- The childminder showed the inspector around the areas of her home used for childminding. She explained her curriculum and how she organises the provision.
- The inspector had discussions with the childminder and her assistant at appropriate times to assess their professional skills and knowledge.
- The childminder ensured that relevant documentation was available for the inspector to view.
- The inspector observed a variety of routines and activities to evaluate the quality of the care and education provided.
- The inspector spoke to children to help assess their views and experiences of the provision, she also took account of parents' written feedback on the childminder's service.

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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