

Childminder report

Inspection date: 13 April 2022

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

The provision is good

Children are happy and content within the setting. They benefit from a warm, nurturing environment with lots of cuddles and praise that the childminder provides. They arrive happy and say goodbye easily to parents at the door. The warmth and comfort they receive helps them form secure attachments to the childminder and the other members of the household. The endless support and encouragement help build their self-esteem and emotional security. Children receive the childminder's full attention and she responds quickly to their needs, such as when they need a snack or changing.

Children make their own choices and select the resources they wish to play and learn with. They confidently do this and engage in their play, displaying high levels of concentration. Even very young children develop their small muscles and learn about shapes as they use a sorting box. Children learn to respect different communities and use resources that reflect different backgrounds and cultures.

Children benefit from the shared approach that the childminder promotes. They experience consistency of care and learning as part of the strong partnerships she builds with their parents. Children enjoy the activities that the childminder provides to build on their current achievements.

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

- The childminder gets to know children well. She gathers information about them and her curriculum thinking extends children's interests and provides challenge. The childminder observes their progress and identifies any gaps in their learning, which she addresses quickly. The childminder shares children's next steps with parents, along with ideas to continue learning at home. She also shares a daily contact book with parents to inform them of any events each day.
- The childminder knows what she wants children to achieve and why. She focuses well on children's learning and provides purposeful activities for them. However, she does not consistently allow children to do things for themselves, such as trying to put on their coat or washing their hands independently.
- The childminder has a wide variety of resources and uses these effectively to support children's skills in all the different areas of learning. Young children learn about different textures through using paint, shaving foam and play dough. She allows children to select different resources and carefully supports them with their learning. For example, she helps them to count objects and name animals.
- The childminder supports children's communication and language development. She enthusiastically engages children in conversation and supports them to communicate with her. She uses books and stories to develop their language and asks them questions. Occasionally, she can ask too many questions, which

can lead to children not responding to her.

- Parents share their appreciation for the childminder and the service she provides. They comment on 'The strong attachments their children have made with her' and 'How happy and settled they are'. Parents state that 'They feel informed and that their children are making good progress.'
- The childminder helps children to learn about different cultures by providing them with lots of resources, such as books and toys that reflect different communities. Children also learn about different celebrations, such as Easter and Mother's Day.
- The childminder models respectful and polite behaviour. She then encourages children to do the same and because of this their behaviour is good. They respond to all adults in a positive way.
- Children are encouraged to try a range of different foods. The childminder provides a range of snacks and meals, taking into account parent's preferences and children's dietary requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She reviews her policies and procedures to ensure her home is suitable. The childminder knows the signs and symptoms that may indicate a child is at risk of harm or abuse. She knows who to contact if she has any concerns about a child's welfare. The childminder ensures suitability checks are in place for all household members. The childminder knows the importance of having up-to-date knowledge and is currently completing some refresher training for safeguarding. She also knows the importance of supervising children carefully when they are using technology.

What does the setting need to do to improve?

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

- help children to do even more things for themselves to enhance their independence
- enhance the narrative while children play to help extend their understanding and vocabulary.

Setting details

Unique reference number	510811
Local authority	Greenwich
Inspection number	10120470
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 8
Total number of places	6
Number of children on roll	1
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 2000 and lives in the London Borough of Greenwich. She offers part-time care, Monday to Friday. The childminder's husband work as her assistant. She receives funding to provide free early education for children aged two, three and four years. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Louisa Parker

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 and inspector completed a learning walk to discuss the childminder's intention for children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector spoke to parents and took into account their views.
- The inspector looked at relevant documentation and reviewed the suitability of the members of the household.

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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