

Childminder report

Inspection date: 25 April 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	Good
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What is it like to attend this early years setting?

The provision is good

The nurturing childminder creates a warm and welcoming environment where children are happy and feel very much at home. She provides reassurance and encouragement when needed. This helps children to feel valued and arouses their curiosity to learn. Children move around her welcoming home with confidence, showing a strong sense of belonging. The childminder plans activities around children's learning needs. She knows the children's interests and what she wants children to learn. Children enjoy time outside in the childminder's garden and at local parks. This supports their listening skills and enhances their communication and language.

Children select resources from what is on offer and begin to play and explore. They are offered a varied curriculum. Children maintain their concentration, as the childminder constantly talks as she observes their play. They demonstrate curiosity as they explore their surroundings and begin to problem-solve as they press buttons on electronic toys.

The childminder supervises children well as she helps the youngest children navigate the step from indoors to outdoors to ensure that they remain safe. Children behave well. The childminder supports children to become independent as she reminds them of the importance of washing their hands when handling food.

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

- The childminder offers families flexible settling-in sessions that are tailored to individual children's needs. She gathers information from parents before children start to help her understand children's interests, routines and where they are in their development. This helps the childminder to understand how to support children from the beginning.
- The childminder is passionate about her role and committed to giving all children a positive start to their learning. She places a strong curriculum focus on extending children's communication and language. She models language well and engages in conversations with the children. Children make good progress in their language development, including those who speak English as an additional language.
- The childminder observes what children can do as they play. She uses this information to plan activities from children's interests. However, she does not consistently use assessments to plan children's individual next steps and shape her curriculum.
- Children make good progress with their communication and language. The childminder is mindful to narrate on their play and sing songs with them, and she takes them on regular visits to the library for story and song time. She helps

children recall and pronounce new words clearly. Children have a very good range of vocabulary. which the childminder adds to. Children listen and repeat the new words in context, showing their understanding.

- The childminder interacts with children positively. She talks to them and asks questions. Children are starting to use mathematics during their play. For example, children eagerly use mathematical language as they roll play dough, telling her which piece is longer.
- The childminder helps children to develop good physical skills. For example, children learn to balance and climb in the garden. They are eager to take part in a range of activities that the childminder plans to help them to develop their hand-to-eye coordination and fine motor skills. For instance, children enjoy making marks and using scoops in water play.
- The childminder reflects on and evaluates some areas of her practice to promote continuous improvement. However, she does not precisely identify and use professional development opportunities as well as she could to further extend her teaching skills and knowledge.
- Overall, the childminder has formed effective partnerships with parents. Parents speak positively about the childminder. They say their children are learning well and are very happy in her care. However, the childminder does not consistently share information, such as children's progress, regularly and how to support learning at home to ensure continuity of care and learning.

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:

- use assessments more precisely to identify more precise next steps in children's learning and to plan a curriculum that further meets children's individual needs
- enhance professional development to focus more sharply on improving knowledge and skills further
- strengthen partnerships with parents to enable more continuity of learning.

Setting details

Unique reference number	EY335910
Local authority	Greenwich
Inspection number	10335702
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	2
Date of previous inspection	25 June 2018

Information about this early years setting

The childminder registered in 2006 and lives in the North Thamesmead area of the Royal Borough of Greenwich. She operates term time only, Monday to Friday from 8am to 6pm. The childminder holds a relevant childcare qualification at level 4. Occasionally, she works with an assistant. The childminder offers funding for children aged three and four years.

Information about this inspection

Inspector

Tracey Murphy

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate.

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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