

Childminder report

Inspection date: 17 May 2021

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

Children feel happy and content in the childminder's and her assistant's care. They are self-assured and show good levels of confidence in play. Babies are curious and busy, exploring toys and finding out how things work. Children start their play and the childminder skilfully joins in with their chosen activity. For example, she plays at babies' level and shows them how to stack cups by size, smaller to bigger. She introduces single words and counts while doing this. This helps the babies to remain engaged and focused. The childminder knows what she wants children to learn, including to help children become independent and confident learners ready for school. The childminder encourages children to explore and share their ideas and experiences. The childminder and her assistant foster children's interest in the natural world. They take children on walks to the woods and play parks, where they teach children what squirrels and ducks eat and how things grow. Children feel safe and secure in the childminder's care, and their behaviour is good.

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

- The childminder and her assistant pay careful attention to children's individual routines and care needs from the start. Children quickly form secure bonds with the childminder and her assistant.
- The childminder skilfully supports children to develop their communication and language skills. She talks to children about what they are doing and asks them questions to help them think and respond. In addition, she teaches non-verbal children to express their needs using sign language. Young children are confident to sign alongside others who sing nursery rhymes.
- The childminder has effective strategies for partnerships with parents. The childminder has adapted well to the COVID-19 (coronavirus) pandemic restrictions, particularly with parents' engagement. For example, she holds 'walk meetings' with parents to share children's development. She offers ideas on how they can support learning at home to help provide continuity. In addition, she works well with the local pre-school where some children attend. Together they help to build on children's learning and care needs consistently.
- The childminder and her assistant help children to develop good social skills for their future education and life. Currently, due to the restrictions, the childminder is unable to take children to playgroups to meet other people. However, she still takes the children on school runs and walks within the local community. Opportunities such as these, help children to develop their understanding of the wider world and build on their physical development.
- The childminder sets clear expectations for behaviour. She distracts or explains to help younger children learn what is acceptable and what is not. Children behave well and have formed lasting friendships with one another.
- The childminder has not fully explored ways of supporting her assistant to

develop her practice and skills even further to help raise standards to the highest level possible.

- Although the childminder has clear plans for what she wants children to learn, at times, she does not implement these well enough. Activities tend to be too spontaneous and not well thought out to ensure that all children receive sufficient challenge in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role in child protection and know what action to take if any welfare concerns arise. They understand their responsibilities under the 'Prevent' duty. The childminder and her assistant attend regular safeguarding and child protection training and read updates online to keep their knowledge up to date. They risk assess effectively to remove any potential hazards to children's safety. The childminder keeps documented records about children, as required, and shares these with parents to help support their child's welfare.

What does the setting need to do to improve?

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

- strengthen the supervision and support given to assistants working with children to help identify minor gaps in their practice and raise overall standards in the provision
- improve planning of activities so all children receive appropriate challenge during their play experiences and make rapid progress in their learning.

Setting details

Unique reference number	EY344844
Local authority	Greenwich
Inspection number	10195532
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	0 to 5
Total number of places	12
Number of children on roll	14
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 2006. She lives in Eltham, in the Royal Borough of Greenwich. She cares for children from Monday to Friday, from 7.30am to 6pm, all year round. The childminder works with her daughter, who is also registered as her assistant.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- A joint observation was conducted by the inspector and the childminder and discussions were held about children's learning.
- The inspector checked all areas of the property used for childminding.
- The inspector observed interactions between the childminder, her assistant and children.
- The inspector gathered evidence about parent partnerships by looking at electronic communication between the childminder and parents.

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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