

Childminder report

Inspection date: 4 March 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 experienced childminder creates a welcoming environment where children thrive. She is very knowledgeable about how children learn and plans a variety of fun activities to support their development. Children enjoy attending and show that they feel safe and happy. The childminder has high expectations for all children, including those with special educational needs and/or disabilities. She is passionate about nurturing individual children to reach their full potential. This helps children to make good progress in relation to their starting points when they join. The childminder is a very positive role model. She has lots of energy and enthusiasm and has a supportive and encouraging manner. This helps to motivate children to try new things and enables them to persevere during activities to extend their focus and concentration.

The childminder provides children with clear messages about expected behaviour. For instance, she uses lots of visual aids and pictorial timetables to support children to understand the routine of the day. Children behave very well. Children benefit from a stimulating and well-resourced garden to explore. They enjoy planting sunflower seeds and learning words such as 'compost'. They also like learning about how sunshine and water help flowers to grow. This supports children's love of nature and teaches them new knowledge about the natural world.

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

- The childminder plans a variety of activities to support children's growing knowledge of the world. For instance, children benefit from weekly forest school sessions. They also regularly play with other children who are part of a childminder's network and visit different parks, farms and other local places of interest. This helps them to develop their social skills and gain a deeper awareness of different people, places and communities.
- There is a strong commitment to promoting children's language and communication skills. This is evident when the childminder implements a targeted language programme to boost children's speech, vocabulary and expression skills. It also supports children to develop their listening and attention skills, in readiness for school.
- The childminder incorporates counting and mathematical language effectively during play. For instance, children enjoy counting ice creams and pancakes when playing imaginatively in the garden. This helps to develop their awareness of comparative language and different mathematical concepts.
- There is an extensive range of high-quality resources that the childminder uses well to plan a stimulating curriculum. She knows individual children extremely well and closely monitors their development. She also plans a variety of new experiences to help them to extend their knowledge and skills. The childminder

has developed successful methods to keep parents updated about their children's new achievements and future learning goals.

- The childminder creates a highly inclusive setting that celebrates individuality and diversity. She supports children effectively to broaden their awareness of different backgrounds and beliefs. This is evident when they learn about different cultural festivals throughout the year and experience different traditions, music and arts and crafts from around the world.
- The childminder creates a calm and nurturing learning environment. She also has a very caring and kind nature. Children build trusting relationships with her. They also behave well and respond positively to the well-established routines in place.
- Excellent partnerships with parents are in place. Parents' written comments are extremely positive and demonstrate high levels of appreciation and gratitude. They state that 'their child's face lights up when they arrive' and 'the childminder offers incredible care'.
- The childminder works closely with other childminders and the local authority early years team. This helps her to exchange professional knowledge and reflect on her practice. However, partnership working with additional early years specialists is not fully established. This means children do not receive additional, ongoing expertise to support their future learning.
- The childminder places a high commitment to extending her professional development. For instance, she attends a range of courses, such as supporting children's emotional well-being and best practice when supporting different behaviours. The impact of such training is apparent in the childminder's sensitive and attentive interactions with children.

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:

- continue to build on partnership working with other specialist early years professionals to best support children's individual needs and future learning.

Setting details

Unique reference number	EY359497
Local authority	Greenwich
Inspection number	10308225
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 March 2018

Information about this early years setting

The childminder registered in 2007 and lives in Woolwich, in the Royal Borough of Greenwich. She provides care from 7.30am until 6pm, on Monday to Friday, all year round. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for four-year-old children.

Information about this inspection

Inspector

Amy Mckenzie

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 her provision.
- The inspector carried out a number of observations and assessed the quality of education.
- The inspector looked at parents' written feedback and considered their views.
- A range of documentation was viewed, including the childminder's training certificates.

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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