

Childminder report

Inspection date: 24 January 2020

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 childminder provides a warm and welcoming home where children feel safe and secure. She plans activities based on children's interests. As a result, children settle quickly and confidently explore the environment inside and outdoors. For instance, children enjoy exploring different types of transport. They take trips on the bus and ferry. This helps to develop children's understanding of their wider community. Additionally, they build on their communication and language skills. Children who speak English as an additional language progress well from where they started. The childminder has high expectations for children's behaviour. Children are polite and kind. For instance, they remember to say 'please' and 'thank you'. Children's behaviour is good. Children invite the childminder to engage in activities. They concentrate well as they play and show good determination to complete tasks. For example, children enjoy large alphabet floor puzzles. They confidently identify letters. This helps children to gain the skills they need in readiness for their next stage in learning. Although the childminder provides creative activities, she does not provide children with enough opportunities to extend their creative skills further.

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

- The quality of teaching is good. The childminder ensures that children have a wide range of opportunities to be physically active during visits to parks. Children develop their large motor skills as they play football.
- Partnership with parents is good. The childminder regularly shares information about the children's development with parents. She encourages children to be passionate about books. For instance, the childminder has developed a lending library to support children's literacy skills at home.
- The childminder has a secure understanding of how children learn and develop. She provides opportunities for children to practise new skills. Children show this when they take long strips of paper to stick on their artwork. They describe how they bend the paper to make a 'happy face' and a 'sad face'. The childminder has high expectations of children. Children are encouraged to write their name on their artwork. However, the childminder does not provide a broad range of resources to extend children's creative skills even further.
- The childminder supports children to develop their independence skills. Children learn to respect others. They take turns to speak and listen. The childminder uses interactive methods to teach children about health. For instance, children plan with the childminder what healthy meals and snacks they will have each day. In addition, children know they need to wash their hands before snack. This helps them learn about good hygiene.
- Children are encouraged to have a can-do attitude. They learn a range of concepts, including mathematics, using technological toys. For example, they

can identify colours and shapes. Children competently count the numbers they identify.

- The childminder evaluates her practice. She recognises areas for development to raise the quality of her teaching even further. For instance, she has recently attended a behaviour course to help develop new strategies to support children's good behaviour. She has implemented new ideas into her practice, such as visual cards of the daily routine. This has helped children to communicate their needs and wants.
- Children know the daily routine and anticipate what will happen next. This supports their emotional security well. Children are eager to share their achievements and they receive lots of positive praise for their efforts. They take great pride in helping to pack away. Children receive rewards, such as stickers, to reinforce their good behaviour. This builds on children's self-esteem.
- The childminder provides opportunities for children to develop their understanding of the diverse communities they are from. For instance, children build on their social skills when they play with their friends during visits to museums and toddler groups. Children learn about different festivals and events. They have the opportunity to learn other languages such as Arabic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She understands the types and signs of abuse. The childminder is aware of the signs that may suggest children and their families are vulnerable to extreme views or ideas. In addition, she is aware of the correct procedures to follow to refer concerns regarding children's welfare. She knows the steps to take should an allegation be raised against her or anyone else living in her household. The childminder keeps her mandatory training up to date, such as paediatric first aid. This helps to keep children safe.

What does the setting need to do to improve?

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

- provide a wider range of materials for children to extend their creative skills further.

Setting details

Unique reference number	EY387476
Local authority	Greenwich
Inspection number	10074202
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 January 2016

Information about this early years setting

The childminder registered in 2008 and lives in Blackheath, in the London Borough of Greenwich. She operates her service Monday to Friday, 8am to 6pm. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector took into account written feedback from parents.
- The inspector held a number of discussions with the childminder about her practice. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector completed a learning walk with the childminder. She discussed the learning environment with the childminder and how the curriculum is organised.
- A joint evaluation of an activity was completed by the childminder and the inspector. The inspector observed the quality of teaching and considered the impact this has on children's learning.

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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