

Childminder report

Inspection date: 4 March 2025

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 clearly enjoy the time they spend in the homely environment this experienced childminder has created. They form strong bonds with the childminder. She is warm and caring in her interactions with children, treating them with respect and kindness. Children know the routine. The childminder is responsive to children's needs, recognising when they are tired or ready for lunch. Children benefit from lots of praise and encouragement, which helps to boost their self-esteem. The childminder enhances children's learning on trips to local places, such as the supermarket. The childminder uses these opportunities to teach children more about healthy eating and about food from different cultures. Children also benefit from opportunities to develop their social skills, such as by attending regular playgroups. This helps to build their confidence and to develop the skills they need to form friendships.

The childminder provides a wide range of different opportunities to promote children's learning and development. She places a strong emphasis on helping children to enhance their language and understanding. Children are deeply involved and follow lengthy conversations with the childminder, as they talk about the play dough. For example, they remember the ingredients they used to make the dough. Children talk about it not being too 'sticky'. Children speak fluently and sing in English and different languages. The childminder skilfully incorporates mathematical vocabulary, numbers and shapes into children's play and discussions. For example, children count the number of pasta they have used to make a pretend candle.

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

- The childminder evaluates her practice and service well. She attends training to update her knowledge and understanding to further support children's behaviour. This has helped her to have a clear understanding of how to respond to the needs of children and take into consideration their ages and stages of development. However, at times, the childminder does not consider how to focus more on using positive reinforcement and help children to understand what she wants them to do. This means that children do not consistently develop their understanding of what is acceptable.
- The childminder knows the importance of promoting children's communication and language skills. She asks questions, gives children time to respond and uses books, lots of discussions and songs to help enhance their vocabulary and early reading skills. This helps to prepare children for their future learning and eventually school.
- The childminder has a secure knowledge and understanding of how young children learn and develop. She carries out appropriate observations and

assessments to help her to identify what children need to learn next. However, occasionally, the childminder does not consistently think about how to ensure that adult-led activities maximise children's concentration and focus.

- The childminder recognises her role in keeping children safe. She supervises children attentively and teaches them about road safety when they are out and about. The childminder understands the importance of promoting children's good health. This includes keeping effective records of any first aid or medications administered.
- The childminder provides children with healthy, freshly prepared snacks and meals, and access to fresh drinking water. She supports children to complete simple self-care tasks, such as washing their hands before meals. This helps children to develop good hygiene practices.
- Children are confident and independent. The childminder arranges the environment carefully to allow children to choose resources of interest. For example, children choose books they would like the childminder to read and toys they want to play with.
- The childminder supports children to develop healthy lifestyles. She takes children on a range of trips and visits to places in the community. For example, they visit the park where they can move freely, play and develop their balance, body control and strengthen their physical skills. This also gives children the opportunity to meet other children and socialise.
- Parental feedback is highly positive. Parents recognise and value the contribution the childminder makes to theirs and their children's lives. They report that the childminder always informs them about their children's day.
- The childminder works with parents, carers and other childcare providers where children in her care also attend. This helps to ensure consistency for children. Children make good progress in their learning and development.

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:

- give children clear instructions about what they need to do to help them to understand the expectations for their behaviour
- provide opportunities during adult-led activities to enhance children's concentration even further.

Setting details

Unique reference number	EY431044
Local authority	Greenwich
Inspection number	10368468
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	2 to 2
Total number of places	5
Number of children on roll	1
Date of previous inspection	21 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Greenwich, London. She operates all year round, from 8am to 5pm, Monday to Thursday. The childminder provides government funded childcare.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder showed the inspector around the premises and discussed how the environment supports children's safety.
- The inspector observed the quality of education being provided and assessed the impact on children's learning with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder shared parents written views with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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