

Childminder report

Inspection date: 29 July 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 childminder greets children with warmth and affection, which helps them settle into the setting with confidence. She builds strong relationships with children and asks them questions about how they are feeling. In addition, she enquires about their experiences from the weekend. This leads to conversations about the use of different transport. The childminder uses this as an opportunity to skilfully support children to build their knowledge on this. For example, she refers to the transport display and specifically focuses on emergency vehicles, where children confidently name them and discuss the purpose of each emergency vehicle. This supports children to learn about the different services they can contact in case of an emergency, helping them to stay safe.

The childminder plans a varied curriculum to ensure that all children in her care can develop existing skills and achieve positive outcomes. She organises the learning environment with resources that are suitable and accessible for children's differing ages and stages of learning. This supports children to be engaged and focused on their learning. The childminder has high expectations of children's learning and behaviour. She reminds children of the rules and plans opportunities to support children to build on their independence skills well. For instance, children learn to self-select their own resources and activities, feed themselves at mealtimes and manage their self-care independently. Children demonstrate good behaviour.

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

- The childminder has good knowledge of children. She articulates their starting points well and explains the areas children have developed since they joined her setting. She demonstrates a good awareness of children's dispositions and interests. She ensures she uses this knowledge to effectively plan the curriculum and activities. The childminder works in partnership with external professionals to support children who may require additional support with their learning. This enables children to make good progress across all areas of the curriculum and be well prepared for school.
- Overall, the childminder is good at developing children's language and communication skills. For instance, she reads stories with the children, holds conversations with children and introduces them to a wide array of vocabulary, which supports the extension of their vocabulary. Children enjoy singing songs with the childminder. However, at times, the childminder's enthusiasm in engaging with children's learning and play results in her not fully encouraging children to answer questions using full sentences to further support children's language development.
- Children play enthusiastically outside. The childminder plans opportunities to enable children to build good balance and coordination. Children enjoy

completing obstacle courses, climbing and catching and throwing balls. However, sometimes the childminder does not provide children with consistent opportunities to physically challenge themselves further.

- The childminder attends training and ensures that her assistant is up to date with mandatory training. In addition, she has built robust coaching systems to ensure her assistant can continually develop her practice and better understand her role and responsibilities well. The childminder seeks feedback from her assistant, children and parents to evaluate the provision on offer to improve outcomes for children and keep them safe at all times.
- Parents are complimentary of the childminder and have high regard for her. They feel their children make rapid progress under the childminder's care. They value the regular feedback the childminder provides regarding their child's learning and development. Parents also express their gratitude for the childminder working in partnership with their children's nurseries to ensure the learning is consistent.
- Children benefit from the regular outings the childminder plans in the local community. They visit different parks, where they explore and learn about nature and different plants. The childminder encourages children to discuss the weather and understand the similarities and differences between different seasons. They also learn about different animals by visiting the local farm frequently. They learn about the different food animals eat and the different sounds they make. This promotes children's understanding of the wider world.
- The childminder plans learning experiences to teach children about different cultures and different festivals throughout the year. She supports children to develop an understanding of what makes them unique. She provides resources and plans activities that help the children gain a better insight into people from different backgrounds. This supports children to develop respect and understanding for people who are different to them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- encourage children to answer questions in full sentences to support their language development even further
- provide more opportunities that physically challenge children and encourage them to take appropriate risks.

Setting details

Unique reference number	EY438103
Local authority	Greenwich
Inspection number	10351407
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 September 2018

Information about this early years setting

The childminder registered in 2011. She provides care in Thamesmead in the London Borough of Greenwich. The childminder provides care on weekdays, all year round, Monday to Friday, from 7:00am to 6:30pm. She provides early funded education for two- and three-year-old children. The childminder works with an assistant and holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Honufa Begum

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 childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector took account of the views of parents.
- The inspector observed the interactions between the childminder and children during activities.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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