

Childminder report

Inspection date: 14 August 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

Children receive warm and nurturing care during their time with the childminder. They are busy, active and engaged in an environment where they have access to a large variety of interesting and stimulating resources. The childminder offers a supportive and welcoming environment for them and their families. She knows children's individual needs well and offers appropriate support with sensitivity and patience.

The childminder has a clear focus on supporting children's communication and language. Singing songs and rhymes and sharing interactive story times helps children to learn new words and develop their listening and attention skills. The childminder plans an appropriate curriculum for all children, offering stimulating activities based on children's individual learning needs and interests. This helps them to make good progress in their learning and development. Children are encouraged to talk about their feelings, which helps them to understand and manage their emotions. They respond positively to this support and form strong relationships with the childminder and each other.

The premises are clean and tidy and there is a strong emphasis on following rules and boundaries. For example, children learn that they do not climb on the furniture and that they walk inside and run outside. This contributes to children respecting their environment and learning social skills.

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

- Politeness is encouraged throughout the day, so children learn to say 'please' and 'thank you'. For example, when they are served snack, the childminder models the correct words and allows time for children to repeat them. She gets down to their level to help them understand what is being asked of them. Unwanted behaviour is managed swiftly and consistently, which helps to create a calm atmosphere where children respect each other and the environment. The childminder consistently praises and celebrates children's efforts, which boosts their self-esteem.
- Children have access to diverse books and resources that create opportunities for discussion and learning. For example, the childminder provides them with mirrors so they can talk about what they see. Children show curiosity about their skin colour, which helps them to celebrate their similarities and differences. The childminder further embeds this learning by providing different shades of paints so they can paint pictures of themselves and their friends.
- A large play area in the garden provides opportunities for children to develop their physical skills. Children run, jump and climb on large play equipment and act out real-life experiences in the mud kitchen. However, they are not

consistently supported to take risks in their play, which stops them from testing out their ideas and problem-solving for themselves.

- The childminder offers a well-resourced environment, which helps children demonstrate a good level of engagement in their play. They shop in a 'supermarket' that the childminder has thoughtfully provided for them. Back-and-forth conversations help promote children's thinking and understanding. Any gaps in children's learning are quickly identified and support from external agencies is requested as needed.
- The childminder makes learning fun and interesting, which engages children. For example, threading activities help them to develop their hand-eye coordination, while sorting activities help them to group colours. However, on occasion, the support the childminder offers limits children's opportunities to develop their independence and self-help skills.
- Children attend stay-and-play sessions in the community. This helps them to develop confidence in socialising with other children. Regular trips to the local woods and parks with the childminder offer children opportunities to learn more about road safety and how to keep themselves safe when they are out and about.
- Parents' feedback shows they highly value the service the childminder provides and call it a 'home from home'. They say that their children learn and thrive while they are with her and welcome the partnership working.
- The childminder keeps up to date with developments in the early years by accessing training, including that offered by the local authority. She is an active member of a local childminder support group, leading a weekly stay-and-play session in the community. She seeks support and guidance from the local authority.

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:

- encourage children to do things for themselves to consistently promote their independence and self-help skills
- support children to take risks in their play so they can problem-solve and find things out for themselves.

Setting details

Unique reference number	EY438365
Local authority	Greenwich
Inspection number	10351541
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	5
Number of children on roll	5
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2011. She lives in the Eltham area of the London Borough of Greenwich. The childminder offers her service Monday to Thursday, from 7.30am to 6.30pm, throughout the year.

Information about this inspection

Inspector

Rehema Essop

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 provider.
- The childminder took the inspector on a learning walk of her provision and explained her approach to learning.
- The inspector observed interactions between the childminder and children.
- The inspector gathered some views from parents about the childminder and her provision.
- A leadership discussion was held with the childminder.
- The inspector observed the quality of the education being provided and assessed the impact that this was having 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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