

Childminder report

Inspection date: 30 April 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 form secure relationships with the childminder at this safe and homely setting. They show high levels of confidence as they laugh, chat and play. The childminder has developed a curriculum that is well designed to support children to be prepared for the next stage of their learning. She structures it around children's interests and developmental needs. This ensures that all children make progress from their starting points in development.

Children of all ages build strong bonds as they play together, sharing toys and experiences. These interactions develop children's understanding of others and social relationships. The childminder knows children well and sensitively acknowledges when they are tired, hungry or need help. Children show a clear understanding of the well-established routines. Their behaviour is good. They are very polite and say 'please' and 'thank you' without being prompted.

The childminder supports children to develop their independence skills as they make choices in their play. Children are supported to make healthy choices. They eagerly wash their hands as they share the 'fruit monster' at snack time. Children enjoy being outdoors as they explore local parks, woods and winter gardens in the local area.

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

- The childminder has good knowledge of child development. She knows what skills are typical for children to develop at various ages. She also gathers information from parents. This enables her to plan a curriculum through themes and children's interests that appropriately challenges children to promote their ongoing progress.
- The childminder is passionate about her role and committed to giving all children a positive start to their learning. She uses information from parents to support children's routines and individual needs. This means that children have a sense of belonging from the start. The childminder supports children's social skills well. For instance, she takes them to a variety of local groups so that they can make friendships outside the setting and build confidence in various situations.
- Children make good progress with their communication and language. The childminder is mindful to narrate on their play and sing songs with them, and she takes them on regular visits to the library for story time. She helps children to recall and clearly pronounce new words. Children have a very good range of vocabulary which the childminder adds to. Children listen and repeat the new words in context, showing their understanding.
- The childminder encourages a love of books from an early age, and children focus well during story times. They talk about what they see and what is

happening. The childminder introduces factual and fictional books that link to the themes that interest the children.

- The childminder interacts with children positively. She talks to them and asks questions. Children are starting to use mathematics during their play. For example, they eagerly use mathematical language as they describe the different shapes to complete the puzzle, use words such as 'bigger' and 'smaller' as they draw and regularly count as they build towers.
- The childminder helps children to develop good physical skills. For example, children learn to balance, climb and run during trips to local parks and woodland areas. They are eager to take part in a range of activities that the childminder plans to help them to develop their hand-eye coordination and fine motor skills. For instance, they enjoy drawing pictures and using celery with paint to make marks.
- Partnerships with parents are strong. They comment that the childminder offers a home-from-home setting. Parents say that the childminder keeps them well informed about what their children are learning and that they have seen big improvements in their children's development. However, the childminder has not yet formed partnerships with other settings children attend, to ensure continuity of care and learning.
- The childminder reflects on her practice continuously. However, she recognises that she could enhance her own professional development to improve her knowledge and teaching even further.

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:

- develop a partnership with other settings children attend, to foster two-way communication to ensure that children's learning experiences complement those they receive elsewhere
- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge.

Setting details

Unique reference number	EY441483
Local authority	Greenwich
Inspection number	10335332
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 June 2018

Information about this early years setting

The childminder registered in 2012 and lives in Eltham, in the Royal Borough of Greenwich. She operates during term time from 7.30am to 5.30pm, Monday to Wednesday. The childminder holds a childcare qualification at level 2. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

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 setting.
- The inspector looked at the areas of the childminder's home that she uses with children and spoke to the childminder about how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members.
- Children spoke to the inspector.
- The inspector took account of parents' views.

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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