

# Childminder report

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Inspection date: 20 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 benefit from improvements that the childminder has made to her home, both inside and outdoors. As a result of the changes made, children have more space in which to use accessible resources. Children enjoy frequent opportunities to use their imaginations, for example when they dress up and engage in pretend play. The childminder and her assistant plan activities based on what children know and can do. They use children's experiences and interests to help engage them in activities. At times, staff do not encourage children to think in creative ways. Nonetheless, children demonstrate focus and concentration and receive consistent support to carry out their ideas. The childminder and her assistant give effective support to children to express and manage their emotions. For example, children are encouraged to use mirrors, name their emotions and express how they feel. This helps them to interact in positive ways and behave well. Children who speak English as an additional language regularly use their home language as they play and learn. This helps them to develop a strong sense of themselves. The childminder and her assistant speak with children about important family members and show children that they value their language and background. However, children have fewer opportunities to learn about other traditions, cultures and communities.

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

- The childminder and her assistant work together well to plan appropriate activities. They share their observations of children's learning and collaborate well to agree next steps for children's learning. They include parents' observations of children and share accurate assessments of the progress children make.
- The childminder works effectively with parents and outside professionals when children do not progress as expected. She uses her knowledge of local referral procedures to identify and address persistent gaps in children's learning. Parents are encouraged to engage in children's learning at home. This helps to close gaps in children's learning.
- The childminder and her assistant give effective support to children who speak English as an additional language, as well as the language they speak at home. The childminder and her assistant use methods, such as visual timetables, use of key words and objects for reference, to help them build their English vocabulary. Parents value their child's ability to develop the language they speak at home.
- The childminder and her assistant support children to develop their independence and self-care and to behave well. Children pour their water at snack and manage their personal care needs well. This prepares them well for their moves to school.
- Children develop their literacy skills in enjoyable ways. The childminder and her

assistant provide opportunities for children to write or make marks, for example marking lists when looking for bugs outdoors. Children freely choose accessible books to read or share and regularly sing songs and rhymes.

- The childminder demonstrates a commitment to her professional development and that of her assistant. She completes a wide range of training to help her understand how to support children's learning and behaviour. The childminder gives effective support to help develop her assistant's teaching skills. She identifies training for her to complete and supports her to achieve recognised qualifications. This contributes to the skills of the assistant and how she helps children to make good progress in their learning.
- The childminder considers the views of parents when making improvements and implements knowledge and ideas gained from training. However, the childminder and her assistant do not consistently support children to think creatively during activities.
- Although children are supported to value their language and backgrounds, the childminder and her assistant do not plan a broad range of activities to help them learn about other traditions, cultures and communities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder arranges training for her and her assistant to update their safeguarding knowledge. They demonstrate a secure understanding of the potential risks posed to children, including the risk of developing extreme views and unsafe use of technology. The childminder shares her policies and procedures with her assistant and parents. She completes risk assessments for her home and when on outings. The childminder follows safer recruitment guidance and checks the initial and ongoing suitability of those she employs. She maintains accurate records for children's attendance and checks unexplained absences. The childminder is confident to discuss potential concerns with parents. She knows when to liaise with relevant agencies to help keep children safe from harm.

## What does the setting need to do to improve?

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

- review the presentation of some activities to encourage children to think more creatively
- broaden the opportunities available for children to learn about the traditions, cultures and communities of others.

## Setting details

<b>Unique reference number</b>	EY470682
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10075600
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	21 June 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Abbey Wood, in the Royal Borough of Greenwich. She operates each weekday from 8am to 7pm for most of the year. She holds an appropriate childcare qualification at level 3 and works with an assistant. The childminder receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kareen Jacobs

### Inspection activities

- The inspector viewed the areas of the premises used by children, both inside and outdoors, and discussed children's learning with the childminder.
- The views of parents were considered as part of the inspection.
- The inspector observed the quality of interactions between the childminder, her assistant and children, and assessed the impact of these on children's learning.
- Documentation was reviewed, including children's records, evidence of the suitability of assistants and household members, and records of professional development.

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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