

# Childminder report

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Inspection date: 19 November 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 have established strong relationships with the childminder and her assistant. Children receive a warm welcome on arrival and settle quickly into the friendly, welcoming environment. This helps children to feel emotionally safe and secure. Children have a positive attitude to learning and concentrate for long periods of time at their chosen activities. The childminder and assistant have high expectations for children's development. They constantly promote independence and create opportunities for children to practise self-help skills. For example, children attend to their toileting needs, wash their hands before eating and brush their teeth after lunch. This increases their understanding of good hygiene practices. Children cut and peel fruit at snack time and pour their own drinks. They are given praise and encouragement, which raises their confidence and self-esteem. The childminder and assistant support children to develop a positive view of diversity and learn to respect any differences between themselves and others. They celebrate different cultural festivals and learn about what makes them unique. Children have opportunities to learn about the wider community. They regularly visit local shops, children's centres, the farm and park. This extends their social skills and first-hand experiences. However, on occasions, the childminder and assistant do not always use opportunities to extend children's learning as fully as possible.

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

- The experienced childminder and assistant have a good understanding of how children learn. They plan a broad range of challenging activities and build on what children need to learn next. Although children's progress is monitored, it is not done as rigorously as possible. Therefore, gaps in learning are not always identified as quickly as they could be.
- Parents speak highly of the childminder and her assistant. They state that they are updated regularly and their children are making good progress. Next steps and ideas are shared with parents to support them to continue their children's learning at home.
- Children practise their early literacy skills. They find their names to self-register, share books with the childminder and her assistant, and identify phonetic sounds as they play games at circle time.
- The childminder has developed a positive attitude towards reviewing the service she provides and making ongoing improvements. She seeks the views of her assistant and parents, and values their opinions to make changes. She has addressed the recommendations from her previous inspection to benefit the children and raise the quality of her teaching.
- Children develop strong social skills and interact well with their peers. They laugh together, share toys and resources, and wait patiently for their turn. For

example, children pass the bowl round during cooking activities and take turns using the whisk to mix the ingredients. However, opportunities are sometimes missed to extend children's thinking skills and extend their learning further.

- The childminder and assistant promote mathematical language and skills during daily routines and activities. Children learn colours as they add paint to the water tray and count as they climb the stairs. They learn about 'full' and 'empty' as they fill cake cases, and about different sizes as they manoeuvre their bodies through the tunnel.
- The childminder and assistant work well together. They communicate effectively and discuss the daily routines and activities. They access training regularly to increase their knowledge and skills. They read articles and use research to keep up to date with changes and statutory requirements.
- Children benefit from daily fresh air and opportunities to extend their physical skills at the local playground. They learn to skilfully climb the stairs, balance along the bridge and crawl through the tunnel. They jump on footprints and run around enjoying the exercise. Children learn about safety and managing risk. They help to wipe down the wet equipment before they use it as they understand it is slippery and they could fall.
- Children know what is expected of them. They are reminded about the rules and listen well. The childminder and assistant model positive behaviour. They talk to children in a calm and caring manner and show respect. Children use good manners and behave well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant demonstrate a good understanding of their responsibilities to keep children safe. They ensure the environment is safe and they support children to learn about safety. Children learn about crossing the road and wear high-visibility jackets on outings. They practise fire evacuation procedures, so they know what to do in an emergency. The childminder and assistant have a secure knowledge of the procedures to follow if they have any concerns regarding a child's welfare. The childminder ensures that ratios are maintained, and children are always supervised well. The childminder and assistant keep their safeguarding and first-aid training up to date.

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

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

- ensure systems are in place to assess children's progress and identify any gaps in learning as quickly as possible
- use opportunities which arise to fully extend children's learning and thinking skills.

## Setting details

<b>Unique reference number</b>	EY437885
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10074996
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	20 June 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Charlton, in the London Borough of Greenwich. She operates from Monday to Friday all year round. The childminder works with an assistant

## Information about this inspection

**Inspector**  
Helen Craig

### Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum is planned and delivered.
- The inspector and the childminder observed and reviewed a planned activity.
- The inspector held discussions with the childminder and assistant at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector sampled some documentation, including evidence of the suitability of staff, qualifications, public liability insurance and children's progress records.

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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