

Childminder report

Inspection date: 11 December 2019

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 provides a fun and stimulating environment. Children arrive happy, settle quickly and eagerly explore the activities on offer. The home is welcoming and well organised. This supports children to make independent choices about what they would like to play with. Children learn about colours as they share stories and count the wheels on the fire engine. However, other mathematical concepts are not always introduced during play. Children benefit from healthy nutritious meals and regular opportunities to play outside. They engage in physical exercise and learn about the local community. For example, they visit the park, shops, children's centres and meet with other childminders and their children. Children develop strong social skills and learn to interact with respect. Children are supported to practise their early literacy skills particularly well. They confidently use chalk to draw baubles and add their own decorations to the Christmas tree. They draw their own 'Humpty Dumpty' after singing the rhyme, and older children write some letters in their names. The childminder asks questions and gives children time to think for themselves. However, he does not always extend their learning experiences further.

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

- The childminder gathers information from parents when their children first start. This helps him increase his knowledge of children's individual needs and interests. He uses observations and assessments of children's learning to plan activities that support them to build on their existing skills. This helps children to make good progress from their starting points.
- The childminder provides children with a broad range of activities to support their ongoing learning. He interacts well and provides demonstrations and encouragement. However, on occasions, the childminder does not always use opportunities effectively to extend children's learning further to help them excel.
- The childminder reflects well on his practice. For example, he has made changes to planning to improve children's learning. The childminder shares this information with parents and seeks their feedback. The childminder has addressed his previous recommendations to benefit children. He has identified areas for further improvement, including extending his qualifications to drive his practice to an even higher level.
- The childminder places a high priority on developing children's communication and language skills. This includes children who speak English as an additional language. He uses opportunities for children to hear language and learn new words. The childminder enthusiastically shares stories and supports children to talk about the pictures. Children enjoy singing rhymes and joining in with the actions.
- Parents speak highly of the childminder and the service he provides. They state

their children have built strong relationships and enjoy attending. Parents appreciate regular updates on their children's progress and ideas to support learning at home. This helps support continuity in care and learning for all children.

- The childminder supports children with clear expectations to support their good behaviour. He role models positive behaviour and uses gentle reminders to reinforce sharing and taking turns with resources. Children respond well to praise and use good manners. Older children are caring towards their younger peers and help them to complete jigsaw puzzles.
- Children have good attitudes to learning. They are independent and inquisitive. For example, they learn to open containers to see what is inside. They press different-numbered buttons in the lift and check to see if they have reached the right floor. The childminder encourages children to learn their colours and count. However, sometimes, opportunities are missed to explore other mathematical concepts, such as shape, size and problem-solving.
- Children gain a clear understanding of how to keep themselves safe. The childminder helps children understand why they need to wash their hands and throw tissues in the bin. They learn about road safety on a trip to the park and about tidying away their toys to make a safe space to play. The childminder fully encourages independence and supports children's self-help skills. For example, they carry their own plates, serve their lunches and help put on their shoes and coats.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates his good knowledge of his role in keeping children safe. He has completed training, including the 'Prevent' duty, and has a secure knowledge of signs and potential indicators of harm. The childminder has procedures in place. He knows his responsibility to refer any concerns about a child's welfare to the appropriate professionals. The childminder uses daily checks to ensure his home is safe before the children arrive. He takes appropriate steps to minimise hazards when taking children on trips. The childminder keeps his paediatric first-aid training up to date and ensures suitability checks and liability insurance are in place.

What does the setting need to do to improve?

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

- further develop learning experiences to promote mathematical language and concepts during routines and play activities
- increase opportunities to extend children's learning during adult-led activities.

Setting details

Unique reference number	EY433628
Local authority	Greenwich
Inspection number	10106419
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	10 February 2015

Information about this early years setting

The childminder registered in October 2011. He lives in Abbeywood, in the Royal Borough of Greenwich. He operates all year round from 8am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The childminder showed the inspector around his home and discussed how he organises and plans the curriculum for children.
- The inspector observed the interaction between the childminder and children, both inside and outdoors.
- The inspector discussed the quality of teaching during a planned activity with the childminder.
- The inspector spoke to parents and read written feedback, taking account of their views.
- The inspector sampled documentation, including children's progress, suitability checks and qualifications.

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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