

# Childminder report

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Inspection date: 29 January 2020

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<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 arrive happy and settle quickly in the childminder's home. The childminder works closely with families and gathers information to help children feel secure. Children choose from a wide range of activities and resources. They develop good levels of independence and are encouraged to manage some tasks for themselves. Children confidently express their preferences and select from healthy fruits at snack time. Children take great delight in taking turns to select their favourite songs and rhymes. Older children identify the words and illustrations on the song sheets. Young children use musical instruments and follow the actions as they sing. Children develop their early literacy and communication skills. The childminder has high expectations of children, who make good progress from their starting points. She encourages children to listen to and follow instructions. This is evident when older children walk safely to school. Young children take great pleasure in packing toys away before moving on to the next activity. Children's behaviour is good.

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

- The childminder develops strong partnerships with parents. She keeps them well informed about their children's progress. Parents appreciate the home-from-home environment. They comment on how much their children develop their social skills during outdoor activities.
- Children have a good bond with the childminder. She plans activities that are stimulating and reflect children's interests. For instance, children learn about animals through using books and toy models. They have the opportunity to see animals and extend their understanding of the world and take trips to visit the horses.
- The childminder knows children well. She uses assessments to plan for their future learning and address any possible gaps in their development. Children make good progress in their learning, including those in receipt of additional funding.
- The childminder supports children to develop their communication and language skills. For instance, older children build towers and describe what they have made. The childminder extends children's vocabulary when they compare what they have made to well-known buildings, such as The Shard. Young children are encouraged to blow bubbles to help them form sounds.
- The childminder evaluates her practice and highlights areas for development. She works closely with the local authority to further her knowledge regarding healthy eating for early years children. She shares information with parents, which supports continuity of care at home.
- Children's physical and emotional well-being are at the heart of the childminder's practice. She plans activities to help them develop their fine and large motor skills. Young children focus on pouring and spooning coloured rice. Older

children use large pieces of equipment at parks and toddler groups.

- The childminder misses opportunities to discuss hygiene during the daily routine and encourage children to wash their hands before snack time.
- Children are motivated and show high levels of concentration. For example, older children select mark-making resources. They confidently draw shapes and identify 'square' and 'circle'. Young children are encouraged to name colours. Children develop their early mathematical skills.
- The childminder provides lots of opportunities for children to develop their literacy skills. Children are proud of their achievements when they complete alphabet puzzles. Older children show an interest in linking sounds to letters of the alphabet. Children learn about writing in other languages during events, such as Chinese New Year. Children develop good literacy skills.
- The childminder supports children's growing awareness of the local community. For example, children taste food from countries around the world, such as Vietnam, they visit the Sikh temple and develop their imaginative skills through wearing a range of dressing-up clothes. Children learn to respect each other's differences.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of child protection. She knows how to identify the signs and symptoms which indicate a child may be at risk of abuse. The childminder understands the procedure to follow if she needs to make a referral. She attends regular child protection training to ensure that her knowledge is kept up to date, including protecting children from extreme views or behaviours. Additionally, she checks relevant websites and shares updates with parents. The childminder closely supervises children as they play in the home and on outings.

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

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

- enhance children's understanding of personal hygiene to support their good health.

## Setting details

<b>Unique reference number</b>	EY343184
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10073783
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	26 February 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Charlton, in the London Borough of Greenwich. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

### Inspection activities

- The childminder carried out a learning walk with the inspector and described how the early years provision and curriculum are organised.
- The inspector discussed safeguarding and looked at documentation with the childminder, including children's records.
- The inspector read written feedback from parents. She talked to children at appropriate times during the inspection.
- A joint observation was carried out by the inspector and the childminder to observe the quality of teaching and learning.
- During the inspection, the inspector sampled documentation and discussed with the childminder how she reflects on her practice.

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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Piccadilly Gate  
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Manchester  
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