

# Childminder report

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Inspection date: 24 February 2020

<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	Met
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## What is it like to attend this early years setting?

### The provision is good

Children are well mannered and behave exceptionally well for their age. For example, children often use 'please' and 'thank you' when they request something from the childminder or their friends. They play nicely with each other, sharing toys and listening to each other's views and opinions. The childminder and her assistant set high expectations for children's learning. They devise an ambitious curriculum which meets the learning needs of all children and helps them to make exceptionally good progress. Children develop a secure understanding of mathematical concepts, such as counting and calculation, in preparation for school. For instance, they solve addition and subtraction problems while counting sausages made out of dough. Older children are challenged to learn about angles and properties of shapes. All children, including those in receipt of funding, are gaining essential skills for their future learning. For example, younger children talk confidently and self-select their names to register their attendance. Older children can spell and write their names. Children display a positive attitude to their learning. For instance, they are busy and maintain high levels of concentration in activities. Children feel secure, happy and ready to learn through play.

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

- The childminder follows effective recruitment and induction processes to ensure the suitability of assistants working with children. She monitors their practice effectively, reduces their workload and provides ongoing training and coaching. This helps to ensure that assistants understand their role and responsibilities, and are able carry out their duties effectively.
- The childminder interacts effectively with children to help support their learning. Children are constantly exposed to new vocabulary to help expand on their communication and language development. For example, during a planned dough-making activity, the childminder skilfully introduced words such as 'squeeze', 'release' and 'focus'. In addition, she asked thought-provoking questions to extend on children's thinking skills.
- The childminder is very determined and wants children to strive harder and be the best that they can. She provides a range of challenging activities that help children to acquire skills for their future learning and life. For example, children develop their focus and problem-solving skills as they test the difference between oil and water and find out what happens when this is added to flour.
- The childminder and her assistant use their skills and knowledge effectively to extend children's mathematical development. For example, they support children to understand arithmetic concepts such as value of a number, addition and subtraction. This helps to prepare children well for their eventual move on to school.
- Children make consistently good progress across all areas of learning. The

childminder monitors the development of individual children efficiently to identify any gaps in their learning. She acts promptly to organise extra support, working effectively with parents to help close gaps in children's learning.

- Partnerships with parents are very strong. The childminder consistently shares information about children's care and learning and provides ideas to support home learning. In addition, she seeks and acts on the views of parents when evaluating the effectiveness of her practice to help ensure better outcomes for children.
- Children settle well in the welcoming learning environment. The childminder and her assistant pay careful attention to children's individual care needs when they start, to help them settle in smoothly. They offer regular praise throughout the day to help boost children's self-esteem and motivate them to learn.
- The childminder gives clear rules and expectations for children's behaviour. She ensures that her assistant follows the same behaviour management strategies to help provide consistency for the children. They teach the children to be kind and tolerant and to respect differences. This contributes positively to the way children behave and prepares them well for life in modern Britain.
- The organisation of resources does not consistently support children's independence and build their interest in books.
- On occasions, the childminder does not vary her teaching styles to further maximise children's enjoyment and participation in group time activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role in child protection. For instance, they know the procedures to follow if they have concerns about a child's welfare. In addition, they are aware of their duty and responsibilities to protect and prevent children from exposure to situations which may put them at significant risk of harm. The childminder and her assistant deploy themselves well to supervise children's play and keep them safe. They carry out robust checks every day to help ensure that the premises are secure and the play equipment is safe.

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

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

- support children's independence and increase their enthusiasm for reading, for example by reviewing and improving the organisation of resources in the play area, with regard to the arrangement of books
- adapt teaching techniques even further to help sustain children's interest and enjoyment in group time activities.

## Setting details

<b>Unique reference number</b>	EY369399
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10104552
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	11 February 2016

## Information about this early years setting

The childminder registered in 2008 and lives in Abbey Wood, in the Royal London Borough of Greenwich. She works with her partner, who is also registered as her assistant. On occasions, she works with two other assistants. The childminder operates on weekdays from 8am to 6pm, all year round. She provides funded early education for two-, three- and four-year-old children. The childminder holds a degree in early years.

## Information about this inspection

**Inspector**  
Josephine Afful

### Inspection activities

- The inspector observed interactions between the childminder, her assistant and children, and considered the impact these have on children's learning.
- A learning walk of the play areas was conducted by the inspector and the childminder, and discussions were held about children's learning and how the provision is organised.
- The inspector reviewed relevant documentation, including the childminder's paediatric first-aid qualification and evidence of the suitability of the childminder and her assistants.
- The inspector held a discussion with the childminder about her evaluation of the setting and her plans for improvement, and looked at completed parent evaluation forms.
- The inspector spoke with the childminder's assistant and children, and took their views into account.

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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