

Childminder report

Inspection date: 3 March 2020

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

A warm reception and loving, nurturing care help children to settle well. The inviting family home is safe and children feel secure. Children's independence is fostered well by the childminder. She allows children to make decisions and take their lead in play, while gently guiding their ideas. For example, children who prefer to play with cars use these in different forms of play. They extended their language by describing the cars, vans and aeroplanes as they manoeuvred them in car parks and garages. The childminder used foam to cover small cars and asked children to explain where they had gone, so making effective use of this opportunity to build on children's vocabulary. This excited children's interest and extended their concentration as they thought through the problem. Children's physical development is promoted, as well as their sense of balance and direction, as they move around on ride-on vehicles. Children fully understand the childminder's expectations and standards for their behaviour. They understand the need to share and be polite to their friends. The childminder's use of different strategies, dependent on children's ages and level of understanding, is highly effective. As a result, children have fun and enjoy their day in a stress-free way.

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

- The childminder assesses children's development well and focuses on supporting their next steps. She makes the most of her resources while including their favourite toys to engage their attention. For example, during the inspection, the children excitedly helped the childminder to squeeze foam onto a surface. Their apprehension about touching the white suds disappeared when the childminder added the children's favourite toys. The children excitedly dipped their fingers into the opaque substance to retrieve their cars. Children began to learn descriptive words, such as 'snowy', 'creamy' and 'high mountain' as the mixture grew.
- Children develop a sound range of skills, which prepares them for their transition to nursery and school. Toddlers confidently feed themselves. They know how to put toys away and take pride in helping the childminder to get out new activities.
- The childminder helps children to acquire some early recognition of numbers. For example, children start to count while they put cars into a box. The childminder builds on children's enthusiasm for counting by including this in everyday activities. She gradually adds additional numbers as the children become more confident.
- Children listen to music and dance to rhythms, which supports the strong development of their coordination and balancing skills. Children love their weekly visit to a soft-play centre where they climb, jump and roll with confidence.
- Parents appreciate the childminder's level of commitment to their child's well-

being. They say the childminder provides 'exceptional care'. In particular, the childminder manages children's 'seamless transition' to her provision. Daily discussions with parents brief them of their children's progress. However, the childminder does not fully promote consistency in children's learning with others involved in their care.

- The childminder is a good role model and children behave well. Children watch, listen and copy her actions. They learn to respect the needs of others. A range of topic work, such as making Diwali candles, helps children to learn about differences in society. The childminder regularly takes children on outings in the local area to meet other adults and children.
- The childminder uses her experience to review her provision. She actively reflects on the benefit of each activity that contributes to children's learning. However, the childminder does not take full advantage of the range of training opportunities available to support her continued professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has all the relevant information that relates to safeguarding, including child protection procedures. She can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder also understands wider safeguarding issues, such as internet safety and the danger of children being influenced by extremism. The childminder knows who to contact if she has any concerns. Her home is safe and she supervises the children well. Children learn rules for safety. This includes, for example, how to keep close to the childminder and watch out for moving cars when walking outdoors.

What does the setting need to do to improve?

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

- share more information about children's achievements and their next steps with all those who are involved with the children's education to strengthen the consistency in their care and learning
- identify suitable opportunities for professional development.

Setting details

Unique reference number	510639
Local authority	Greenwich
Inspection number	10072979
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	7 January 2016

Information about this early years setting

The childminder registered in 1992 and lives in the London Borough of Greenwich. She provides care for children all year round from Monday to Thursday, except for family holidays.

Information about this inspection

Inspector

Gill Cubitt

Inspection activities

- The inspector had a tour of the childminder's home and invited the childminder to take part in a joint observation.
- The children interacted with the inspector and showed their favourite toys.
- The inspector and the childminder had regular discussions during the inspection.
- The childminder provided relevant documents, including training documents and suitability checks to be viewed by the inspector.
- Parents' written feedback was read and their views considered.

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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