

# Childminder report

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Inspection date: 16 August 2021

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

### The provision is good

Children are happy and emotionally secure in the childminder's warm and welcoming home. They have strong and positive attachments with her. Children arrive excited to see what is on offer and confidently explore the environment. For example, they experiment with mixing paint at the easel and identify the various colours with the childminder. Children demonstrate good independence and self-help skills, which the childminder encourages. They attend to their own toileting needs and understand the importance of washing their hands. Children put their own coats on to go outside and pour themselves drinks when they are thirsty.

Children gain a good understanding of language. The childminder models words and supports them to become confident communicators. She introduces unfamiliar words and encourages children to extend their sentences. Children use words such as 'juicy' and 'delicious' as they eat fruit at snack time. They enjoy listening to the childminder when she enthusiastically shares stories with them. They turn the pages and take turns to retell the story. Children regularly visit the library and take books home, to encourage a love of reading. They use props as they sing with the childminder and join in with the actions. Children show determination when learning new songs and practise them during the day.

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

- The childminder has made improvements since her last inspection. She has increased her understanding of how children learn, and reflects this in her practice. The childminder plans a broad range of exciting activities that reflect children's interests to support their learning further. She observes children as they play and, overall, builds well on their existing knowledge.
- The childminder has high expectations of children's behaviour. They understand the consistent boundaries she puts in place. Children listen extremely well and follow instructions. For example, they remember to walk indoors and know they need to sit at the table when using scissors. The childminder shows respect to the children. They are polite and use good manners. Children play games to support their understanding of different emotions. This helps them to recognise how they are feeling.
- Children have daily opportunities to practise their physical skills. They use the trampette in the garden and skilfully bounce around on space hoppers. Regular trips to the local park help to increase children's balance and climbing skills. They also practise and develop their fine motor skills as they paint, cut with scissors and manipulate dough.
- The childminder has strengthened her partnership with parents. She shares regular updates on their children's progress and discusses their next steps in learning. The childminder also shares ideas to continue learning at home.

Parents are incredibly happy with the service the childminder provides and acknowledge the improvements. They are happy with the good progress their children are making and talk about things they have learned with the childminder.

- The childminder demonstrates a positive attitude towards making improvements to her practice. She is working effectively with other professionals to address her previous actions and seeks the views of the parents. The childminder now evaluates many aspects of her service and is making positive changes. She recognises that she now needs to build on her knowledge even further to enhance her teaching to a higher level.
- Mathematical language and concepts are skilfully woven through activities and conversations by the childminder. Children count forwards and backwards during rhymes and songs. They discuss sizes and shapes as they make caterpillars and butterflies with dough. Children add distinctive features and count their eyes and legs. They confidently name colours as they paint, pop bubbles in the garden and eat different fruits. Opportunities are used effectively to add and subtract during play, supporting children to embed their knowledge.
- The childminder interacts well with children as they play. She watches and when appropriate joins in to extend their learning by asking questions and suggesting ideas. The childminder allows children time to think and explore. However, on occasions, she does not always increase children's knowledge when they show an interest in nature and understanding of the world.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has increased her safeguarding knowledge to include wider issues, and ensures she keeps this updated. She can confidently identify the signs and symptoms that may indicate a child is at risk of harm. The childminder knows how to make a referral and who to contact if she has any concerns about a child in her care. She keeps daily records of attendance and ensures children are continuously supervised while in her care. The childminder completes daily checks to ensure the environment is safe and eliminate any potential hazards.

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

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

- build on children's natural curiosity in order to develop a greater understanding of the world and nature
- increase the use of further training opportunities to strengthen existing knowledge and teaching skills further.

## Setting details

<b>Unique reference number</b>	EY551526
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10147656
<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 at time of inspection</b>	3 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	10 February 2020

## Information about this early years setting

The childminder registered in 2017 and lives in the London Borough of Greenwich. She provides care from 8am until 6pm, each weekday, throughout the year.

## Information about this inspection

**Inspector**  
Helen Craig

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk and discussed how the curriculum is planned and organised.
- The inspector observed the interactions between the childminder and children, and considered the impact on their learning.
- Parents provided feedback to the inspector and their views were taken into consideration.
- Documents were sampled by the inspector, including suitability checks, public liability insurance and first-aid training.
- The inspector held discussions with the childminder to establish her understanding of safeguarding and how she assesses and plans for children's learning.

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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