

Childminder report

Inspection date: 20 October 2021

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

Children quickly settle into the childminder's routines. They show that they feel safe and secure in her care, including when in the presence of unfamiliar adults. Children are happy and respond well to the childminder's warm interactions. They follow her instructions and behave well. Those children who speak English as an additional language receive good support to develop their communication and vocabulary. Children develop a sense of belonging, for instance, as they experience daily routines that reflect what they already know. Children receive encouragement to make choices about what to do. They use challenging and accessible resources. This helps them to become independent learners.

Children have frequent opportunities to get fresh air and exercise, and they develop stamina during daily walks to school. They understand how to keep themselves safe and healthy, for example when they learn about road safety. Children build on their existing skills, for example as they recognise Arabic symbols. They use their imaginations well and enjoy role play, giggling as the childminder listens to their heart with a pretend stethoscope. Children benefit from their visits in the local community and acquire good social skills. They receive effective support from the childminder to develop the skills they need for future learning.

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

- The childminder builds good relationships with children and their parents from the start. She shares information and advice with parents, for instance, on the importance of good nutrition and outdoor play. The childminder makes good use of the information that she gathers about children. This helps her to implement a curriculum that meets the learning and development needs of children in her care.
- The childminder provides children with good opportunities to interact with others. For example, children socialise with others while on local outings. The childminder models positive behaviour and children show that they understand what is expected of them.
- The childminder works effectively with parents and other professionals. She shares useful information with school staff and involves parents in her assessments of their children's learning. The childminder builds effective partnerships to help her find out about children's experiences and achievements when they are away from her setting, as she plans for their learning.
- The childminder helps children to develop their mathematical awareness. For example, she encourages children to build with interlocking bricks. Children demonstrate that they recognise colours and they spontaneously count in sequence as they play.
- The childminder uses resources in her community to extend children's learning.

Children enjoy visits to the park, library and children's centre. They enjoy looking at print in the environment and counting the number of cars that they see. This helps children to learn more about the world around them.

- The childminder supports children to link letters to the sounds that they represent. Children excitedly look at words and symbols, choose books to explore, and whisper to themselves softly as they look at illustrations. Children have good opportunities to develop their early literacy skills.
- The childminder considers the languages and backgrounds of children in her care. She uses visual displays in languages familiar to children. This helps them to develop and value their home language. There are fewer opportunities for children to learn about the communities, cultures and traditions beyond their immediate experience.
- The childminder considers how to further develop her service. She makes good use of professional development opportunities. The childminder's links with local advisers and practitioners help her to share ideas and improve her knowledge and skills. However, the childminder's evaluation of her service does not include the views of parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge. She has a good understanding of the potential risks posed to children, including possible exposure to domestic violence or substance abuse. The childminder knows how to respond if she thinks that a child is at risk of abuse or neglect. She understands the action to take if an allegation is made against her or a household member, and knows how to seek safeguarding advice or support. The childminder has appropriate arrangements for administering medicine to children and recording accidents. She implements procedures, such as risk assessments in her home and while on outings, effectively. The childminder helps children to understand what to do in an emergency.

What does the setting need to do to improve?

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

- extend opportunities for children to learn about a range of cultures, traditions and communities
- include the views of parents as part of evaluation of the service.

Setting details

Unique reference number	EY362317
Local authority	Greenwich
Inspection number	10067891
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	3 to 3
Total number of places	4
Number of children on roll	1
Date of previous inspection	2 November 2015

Information about this early years setting

The childminder registered in 2007. She lives close to Woolwich Common in the Royal Borough of Greenwich. The childminder works from 8am to 6pm on weekdays, all year round. She offers funded early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector around the areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector looked at documents. These included evidence of the suitability of the childminder and household members, relevant policies and evidence of the childminder's professional development.
- The childminder discussed and evaluated a children's activity with the inspector.

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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