

Childminder report

Inspection date: 4 November 2021

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| 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 | Not applicable |
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What is it like to attend this early years setting?

The provision is good

The childminder provides a home-from-home setting, where children are happy and settled. Children enjoy a safe environment with a variety of learning opportunities that check and build on what they know and can do. Children are eager to learn, and display high levels of concentration.

The childminder has high expectations of children. When activities are finished, children are encouraged to tidy up. Children show independence skills and can feed themselves, wash their hands before meals and begin to put on their shoes and coats. The behaviour of children is good, and children babble and laugh as they seek each other out to play together. The childminder models positive behaviour to children, including sharing and taking turns. Children respond well to this, saying, 'thank you' to other children when it is their turn with a particular toy.

Children who speak English as a additional language are well supported to learn, and make good progress from their starting points. The childminder works in partnership with parents to learn key words in children's home languages. This ensures that children have a real sense of belonging within the setting and that their voices are heard.

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

- The childminder supports children's emotional well-being. Children's feelings are well considered, and the childminder gives children appropriate space and time to express how they are feeling. Care routines are used to develop and strengthen children's self-esteem and resilience. Children have strong attachments to the childminder, and seek her out to share their experiences, sitting on her lap as they play. Children also come for cuddles when they are tired or in need of comfort.
- The childminder builds on children's communication and language skills through providing a narrative to play experiences. The childminder offers children names for objects to widen their vocabulary. For example, while playing with soft clay, the childminder names animals, such as cat, dog and elephant. The children repeat and use these words as they continue their play. The childminder asks the children questions that encourage them to use their imagination. Occasionally, children become distracted from answering questions, especially in language and communication sessions, and lose focus on the task at hand.
- The childminder plans for children's next steps in learning using adult-led activities and free play. Occasionally, the free play environment needs to ensure that children have alternative options for play, once adult-led activities have finished. Children sometimes tend to wander, rather than be actively engaged in an activity.

- The childminder provides meals and snacks for children. She promotes healthy eating, encouraging children to try new foods, including a range of fruits and vegetables. The childminder ensures children have opportunities to be physically active. Daily trips to local green spaces and woods enable children to run freely and climb, developing their physical skills.
- Communication with parents is good. The childminder primarily uses social media apps to inform parents of the activities children have taken part in. Photos are also sent in this way, recording 'wow' moments and special achievements. The childminder is aware of her responsibility to provide parents with a two year progress check on their child.
- Children learn about the world around them. Children's individuality is promoted to ensure they develop a strong sense of identity. The childminder uses children's home languages to help them to settle down, and adapts her menu to include dishes from a family's home country. The childminder uses arts and crafts and stories to teach children about different festivals.
- The childminder has plans to continue her own professional development. Due to the COVID-19 pandemic, the childminder has only recently begun taking in children. She is keen, therefore, to develop her knowledge and professional skills. The childminder seeks feedback from parents and carers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibilities for keeping children safe from harm. She demonstrates knowledge of the different types of abuse and signs to be aware of. The childminder is aware of how to report a concern, and has a clear safeguarding policy and procedures to follow. The childminder shows an awareness of radicalisation and female genital mutilation. She understands the channel of reporting, should she need to report concerns. The childminder speaks openly with parents about the importance of keeping children safe online. When taking children outside the setting, the childminder ensures risk assessments are carried out.

What does the setting need to do to improve?

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

- ensure children are able to concentrate fully without distraction during language and communication sessions
- encourage children's independent and imaginative play.

Setting details

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| Unique reference number | EY560263 |
| Local authority | Greenwich |
| Inspection number | 10190696 |
| 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 2 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018. She lives in Greenwich, in the London Borough of Greenwich. She provides care Tuesday, Wednesday and Thursdays, 8am to 6pm, all year round.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out observations of activities and observed the interactions between the childminder and children.
- The inspector reviewed relevant documentation, including the childminder's paediatric first-aid qualification and evidence of the suitability of the childminder and household members.
- The inspector spoke with the childminder at appropriate intervals throughout the inspection.

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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