

Childminder report

Inspection date: 16 November 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children happily enter this nurturing, safe and calm environment. They settle quickly on arrival because the childminder is attentive to their needs. Children happily explore independently and with interest. They engage with learning experiences and show excitement, jumping up and down and smiling at the resources laid out for them.

Children have a positive relationship with the childminder and come to her for comfort when tired or upset. They respond to her high expectations for them. For example, they follow the childminder's lead, tidying away resources once they finish playing with activities. Children learn independence skills, including feeding themselves. They enjoy the childminder's praise when she claps with them to celebrate their achievements. Children are becoming effective communicators. They listen to and join in with rhymes and stories, which helps to build on children's language skills.

Children behave well. They use their emerging social skills and learn the importance of sharing and taking turns. Children interact with other children and play together well, for example when they visit the local library and children's centre.

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

- The childminder helps children to settle effectively and to make a smooth transition from home. She spends time with children, creating a bond that helps them feel secure within the environment. Observing children closely allows the childminder to understand what children know and can do and what they need to learn next. All children make good progress from their starting points.
- The childminder uses repetition to ensure that children really understand the concepts taught. For example, with a focus on learning the numbers one to five, the childminder uses a range of resources, including blocks, balls and beads, to engage children in counting. Children show understanding by beginning to recognise and repeat the numbers two and four.
- The childminder is enthusiastic in providing a range of experiences for children that enhance all areas of their development. This enthusiasm can sometimes mean that children are rushed through activities rather than being able to explore at their own pace. For example, the childminder tries to engage children with a story while they focus on building with blocks. Children do not have sufficient time to consolidate their learning because they are moved on too quickly.
- Communication with parents is good. Parents receive daily verbal feedback about their children's day and the activities they take part in. The childminder

shares ideas with parents about how they can continue children's learning at home.

- The childminder teaches children about staying healthy. They learn that they need rest, food and regular exercise to keep their bodies healthy. The childminder ensures that children have space to be physically active with visits to local green spaces. When parents provide food, the childminder works in partnership to ensure that children have a healthy balanced diet. The childminder provides water to children with meals and snacks. However, water is not freely available throughout the day.
- Children learn about the diverse world around them. As they grow, they learn about the differences between each other. Children learn to respect one another and to value their friends' opinions and views.
- The childminder is active in continuing her professional development. She regularly attends online training and webinars to develop her knowledge. This enables her to reflect on her current practice and identify areas of weakness and strength. The childminder regularly seeks feedback from parents.
- The childminder monitors children's development effectively, and children make good progress. The childminder knows what to do and when to seek help from other professionals if children need extra support. She works in partnership with parents to offer advice to support their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to ensure that she stays up to date with safeguarding requirements. She shows a good knowledge of the different types of abuse and the signs to be aware of. The childminder understands her responsibility to report concerns promptly and is aware of the procedures to follow. Children learn to keep themselves safe when out with the childminder. They learn how to cross roads safely and about stranger danger. The childminder works in partnership with parents to ensure that older children know how to keep safe online.

What does the setting need to do to improve?

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

- improve children's access to water throughout the day so they can make healthy choices
- allow children more time to explore activities at their own pace to enhance their learning.

Setting details

Unique reference number	EY561540
Local authority	Greenwich
Inspection number	10191779
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Woolwich, in the London Borough of Greenwich. The childminder provides care from Monday to Friday, 7am to 6pm, all year round, apart from family holidays and bank holidays. The childminder also offers flexible care on Saturday and Sunday from 9am to 2pm when needed by families.

Information about this inspection

Inspector

Natalie OLeary

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector sought the views of parents and considered their views.
- The inspector reviewed relevant documentation, including the childminder's paediatric first-aid certificate 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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