

Childminder report

Inspection date: 24 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder offers a child-led approach for children in a home-from-home and family environment. Children feel content and safe. They demonstrate that they feel safe by moving independently around the setting to find what they want to play with. Babies have a very strong bond with the childminder and settle quickly. They receive cuddles and reassurances when required. The childminder puts effective care routines in place. She attends to babies' needs often to ensure that they are always clean and comfortable during the day. The childminder constantly praises children when they behave well and encourages them to persevere in activities. For example, older children concentrate well on puzzles where they build, using the smallest to the biggest pieces, in order to complete it.

Children have a positive attitude towards their learning. The childminder is caring and a positive role model. This is reflected in the way that children behave. With the childminder's support, children learn quickly about the importance of being kind, sharing and taking turns. For example, older children offer babies toys and are keen to show them how to use them. They play together, putting shapes back in the shape sorter. Children develop good skills in preparation for the next stage of their education.

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

- The childminder considers children's individual needs and interests when she plans and implements her curriculum. This helps individual children to build on their skills in a way that suits them. The childminder includes parents in her initial and ongoing observations of children's learning. She finds out from parents about their children's routines and abilities before they start at the setting. The childminder observes children to find out what interests them. This helps her to tailor children's settling-in processes, according to their individual needs when they first start.
- The childminder shares information with parents about the activities they can do to support their child's learning at home. Children benefit from this shared approach, which helps them to be successful. Parents are very pleased with the care that their children receive and the progress they make in their learning. They speak highly of the childminder and the nurturing care she offers to their children.
- The childminder places a great emphasis on developing children's language skills. She provides a commentary as they play. The childminder breaks down sentences to help children to understand what is being asked of them. Babies enjoy lots of rhymes and stories to support their language. The childminder uses a range of vocabulary, so that children hear a range of new words, to help to extend their vocabulary. For example, when older children ask the colour of the

window, the childminder explains it is 'transparent'. Children eagerly show their understanding as they continue to use the word to describe other things, such as water.

- The childminder reflects on her practice and demonstrates a good capacity to improve. For example, over time, her setting has changed and evolved to reflect the needs of children attending. The childminder keeps herself up to date with new legislation. She develops and improves her knowledge and skills in various ways. For example, the childminder ensures that she completes all mandatory training, such as first aid. She updates her skills through additional online courses. However, the childminder has not provided parents with opportunities to share their views of the setting and to be involved in her improvement plan.
- The childminder helps children to develop their mathematical awareness and language. For example, she encourages older children's interest in time. Children enjoy moving the hands of the clock puzzle to different times.
- The childminder uses resources in her community to extend children's learning. Children enjoy visits to the park, walks along the towpath and visits to the boat yard. They enjoy looking at print in the environment and counting the number of boats that they see along the river. This helps children to learn more about the world around them and be outdoors in the fresh air.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her responsibilities with regards to safeguarding children. She recognises the signs and symptoms of abuse that might alert her to a child being at risk of harm, including extremist beliefs and keeping themselves safe online. The childminder understands what to do should an allegation be made against her or a member of her family. She regularly updates her safeguarding knowledge and keeps up to date with changes to guidance and local policies.

What does the setting need to do to improve?

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

- provide opportunities for parents to share their views of the setting to help inform the improvement plan.

Setting details

Unique reference number	EY548836
Local authority	Greenwich
Inspection number	10174339
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	0 to 3
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 2017 and lives in the London Borough of Greenwich. She provides care all year round from 8am to 6pm, Monday to Friday. The childminder holds an appropriate qualification in childcare at level three.

Information about this inspection

Inspector

Tracey Murphy

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 spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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