

Childminder report

Inspection date: 3 December 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	Met
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What is it like to attend this early years setting?

The provision is good

Children begin to form warm bonds with the childminder from the start. Those children who find it difficult to settle respond well to the childminder's close attention. They seek her out for gentle reassurance. Children are introduced to an inviting home learning environment that reflects their interests and backgrounds well. This helps them to develop confidence and feel emotionally secure. Children experience personal care routines that mirror those from home. They benefit from useful information, such as dental health advice, that the childminder shares with parents.

Children receive effective support from the outset to develop the skills they need for their next stages in learning. They respond to the childminder's high overall expectations and show the progress that they make. For example, toddlers engage well in their play and enjoy making animal sounds. Children have consistent opportunities to explore and develop their curiosity. They begin to understand the importance of good hygiene routines in fun and enjoyable ways. Children giggle as the childminder sings 'swish, swish, wash, wash' while washing their hands. Children's individual learning preferences are met well. For example, the childminder recognises when they prefer to spend time outdoors.

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

- The childminder plans an effective and challenging curriculum, overall. She uses her initial and ongoing observations of children's learning to provide activities and resources that are based on their interests and developmental needs. This helps her to understand how best to engage children in their learning.
- The childminder helps children to develop their early communication skills. She sings with children frequently, introduces new words and speaks with them about what they do. The childminder sings welcome songs using familiar vocabulary and uses key words that children hear at home.
- The childminder encourages children to express how they feel. For example, she supports children to use emotion cards. Children who are new to the setting show that they feel safe and secure in her care. They show this when they snuggle into the childminder's arms, when in the presence of unfamiliar adults.
- The childminder provides a range of activities for children to explore, such as items in treasure baskets. Children who need more reassurance make choices about which book to read. They show their emerging mathematics skills as they begin to match farm animals while singing 'Old McDonald had a farm'. However, opportunities for children to develop an understanding of technology or find out about how things work are less well planned for.
- The childminder uses resources, activities and foods that reflect the culture and traditions of children. Children engage with books and stories that depict

characters from similar communities and backgrounds. This helps children to develop a sense of belonging and to value their backgrounds. However, the childminder does not fully support parents to understand how they can build on their child's learning at home.

- Children receive good support to behave well and develop their social skills. The childminder helps toddlers to take turns during snack time. The childminder gently encourages children to sit down with her while they eat. This helps them to develop good table manners.
- The childminder promotes children's good health. They exercise in the fresh air and further develop their skills as they use larger equipment in the park. The childminder supports children to understand the importance of good oral hygiene routines. For example, children practise how to brush correctly using pretend teeth.
- The childminder maintains good links with other practitioners and advisers to help her to share ideas and keep up to date with current developments. This contributes well to the good service that she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her knowledge of safeguarding and child protection issues. She has a good understanding of the potential risks posed to children's welfare, including exposure to extreme views, attitudes or ideas or alcohol misuse. The childminder knows how to respond if she is concerned that a child is at risk of abuse or neglect, or if an allegation is made against her. She is confident to discuss issues that may compromise children's safety with parents, and knows where to seek safeguarding support and advice. The childminder implements her risk assessment procedures effectively, in her home and when on outings. She knows how to respond in a medical emergency.

What does the setting need to do to improve?

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

- extend children's emerging understanding of technology and how things work
- enhance information shared with parents, so that they better understand how to build on children's learning at home.

Setting details

Unique reference number	EY440069
Local authority	Greenwich
Inspection number	10104568
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	17 May 2016

Information about this early years setting

The childminder registered in 2012. She lives in Blackheath in the Royal Borough of Greenwich. The childminder provides a service all year round, 8am to 3pm on Thursday and Friday. She holds a relevant qualification at level 5.

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 childminder and has taken that into account in her evaluation of the provision.
- The childminder showed the inspector around her home 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.
- Documents were reviewed. These included the suitability of the childminder and household members, relevant policies and evidence of the childminder's professional development.

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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