

Childminder report

Inspection date: 5 January 2022

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

Children have fun and thrive in this welcoming setting. They happily engage and settle quickly at activities. Children show that they feel safe and secure in the childminder's care. They enjoy a variety of exciting activities, including messy groups organised by the childminder, as well as an outdoor nature group within the local community, to support their learning. Children engage in long periods of imaginative play and invite the childminder to join them to buy bananas from the 'shop' in the garden. The childminder takes on the roles that children provide for her, with enthusiasm. Children flourish under her calm, kind and friendly care. They take pride in their achievements and benefit from the praise and encouragement the childminder provides. This helps to build children's self-esteem and confidence.

Children behave well. They play together cooperatively, building relationships, and try new activities. Children appreciate the childminder's support which helps them to become confident learners. They are motivated to learn and display high levels of concentration. Children enjoy joining in with familiar phrases in stories, as the childminder reads. They are eager to watch and listen to 'ceiling stories' as the childminder projects familiar stories onto the ceiling.

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

- The childminder finds out from parents about their children's routines and abilities before they start at the setting. She uses this information to plan good-quality care and education. The childminder has high expectations for the children she cares for. She observes children to find out what interests them. This helps her to plan and implement a curriculum that builds on children's skills in a way that suits each child. All children, including those who speak English as an additional language, make progress.
- The childminder supports children's language and communication skills well. For example, she uses good eye contact with children and speaks clearly. She introduces unfamiliar words, such as 'spatula', while the children cook in the role play area. She helps to extend children's vocabulary and their understanding. Children are confident talkers.
- Children enjoy being outdoors and the childminder adapts her curriculum to support this. Children enjoy helping to care for the worms in the wormery, eagerly feeding them their skins of banana and tops of strawberries from snack time. They enjoy investigating what bugs they can see at the large bug house. The childminder uses resources in her local community and further afield to support and extend children's learning and experiences.
- The childminder introduces early mathematical concepts into everyday activities. Since introducing random objects for children to discover in their play, she has found that children are counting and categorising objects more confidently. The

childminder encourages children to use mathematical language, for example to describe different sized bowls when making crumble from a favourite story and when chopping a banana in half at snack time.

- Children learn to share toys and understand the expectations for their behaviour. The childminder is a good role model and has positive relationships with the children. Children are caring and respectful towards each other. For example, children work together and take turns when completing a sticker activity.
- The childminder shares information with parents about 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 their children receive and the progress they make in their learning. They speak highly of the childminder and the nurturing care and exciting activities she offers to their children.
- Children are developing independence, for example when they spread butter on their crackers at snack time. However, on occasions, the childminder completes tasks for them. For example, she rolls and adds tape to make telescopes for the children and does up zips on their coats and boots.
- The childminder reflects on her practice to identify ways to improve the support for children's learning. For example, she completes training that puts children at the heart of their own learning, with activities, resources and experiences to develop their curiosity and enhance their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children in her care safe. She can identify the signs of abuse and wider issues, such as extremist behaviours and being safe online. She knows who to report her concerns to, to help protect children's welfare. The childminder regularly keeps up to date with the latest child protection information and guidance. She attends training and reads bulletins from the local authority. The childminder regularly reviews her policies to ensure they are up to date with current guidance. Her home is safe, and she conducts regular risk assessments of her home and when children take part in outings. She supports children to understand the importance of keeping safe when they are outside the setting.

What does the setting need to do to improve?

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

- build on opportunities for children to practise tasks and self-help skills to further support their independence.

Setting details

Unique reference number	EY554284
Local authority	Greenwich
Inspection number	10174384
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in the Royal Borough of Greenwich. The childminder operates Monday to Friday, from 8am to 6pm, throughout the year. She holds a level 3 qualification. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Tracey Murphy

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 their evaluation of the childminder.
- The inspector completed a learning walk with the childminder and discussed how she organises and implements her curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The childminder took part in a joint observation with the inspector and they considered the quality of education during activities and the impact this had on children's learning.
- Parents shared their views of the childminder through written feedback.
- The childminder showed the inspector a range of documentation, including those relating to the suitability of herself and her assistant.

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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