

Childminder report

Inspection date: 25 January 2022

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 feel safe and secure in the childminder's home. They smile and laugh as they explore and play with confidence. Children have close bonds with the childminder, who is kind, caring and nurturing. For instance, when young children are tearful, she gives them cuddles and a familiar toy from home. Children settle and develop positive emotional well-being.

Children like to choose what to play and have positive attitudes towards learning. They enjoy age-appropriate toys and resources such as train and tracks, a toy kitchen and pirate ships. As children play, the childminder follows their interests and supports their learning. They persist with challenges because she encourages them and gives them lots of praise. For example, when children struggle to put train track pieces together, the childminder says, 'See if you can try'. This helps children become more confident.

Children learn the high expectations that the childminder has for their behaviour. They develop a clear understanding about the rules of the setting, which the childminder reinforces calmly. When children find it difficult to share, she says, 'You can both have a turn'. Children learn why some behaviours are not acceptable. They behave well and are polite and courteous.

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

- The childminder observes and tracks children development effectively. She uses this information to plan a clear and ambitious curriculum. All children, including those with additional needs, make good progress.
- The childminder supports children's communication and language skills well. Younger children repeat words and show a keen interest in reading stories on their own. Older children are confident and capable communicators who enjoy engaging in conversations with younger children, the childminder and visitors. For instance, older children tell visitors how they are feeling while they play with toys.
- The childminder provides opportunities for children to make marks during adult-led activities, ready for early writing. However, there are no opportunities for children to practise these skills during play that they choose themselves.
- The childminder gives children creative opportunities and encourages their imagination. Children confidently express their ideas through different types of role play. For instance, with some support from the childminder, they put puppets in bed to sleep and cover them up with a blanket. Children learn to be gentle and consider others.
- Children confidently explore and mimic the use of technological resources. For instance, they use a mobile phone in their role play and pretend to make calls.

This helps children to explore how things work and develop a sense of the technology used around them.

- Children develop some self-help skills. For example, they put on their wellington boots and wipe paint off their hands. However, on occasion, the childminder puts children's coats on for them and wipes their hands after snack. Therefore, sometimes, children miss opportunities to manage their self-care in preparation for the next stage in learning.
- The childminder reflects on her practice and seeks continuous professional development. For example, she has recently completed a course about the delivery of the early years foundation stage. This has helped enhance her interactions with children and their development.
- The childminder provides high-quality inclusive care. She works closely with parents and outside agencies to build plans for children with specific dietary and medical needs. Parents comment that the childminder provides children with 'a warm, caring, trusting and nurturing environment where they feel secure and protected'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children in her care. She knows how to identify signs of abuse and understands the procedures to follow if she has concerns about a child's welfare. This includes when children or their families may be at risk from radicalisation. The childminder knows what to do should an allegation be made about her or a member of her household. The childminder checks her home each day to ensure that the environment and resources are safe and suitable for children. She assesses potential risks to children when she takes them on outings, and takes action to minimise these risks.

What does the setting need to do to improve?

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

- provide children with opportunities to practise making marks freely during self-chosen play, ready for early writing
- give children consistent opportunities to develop their self-help skills.

Setting details

Unique reference number	EY357185
Local authority	Greenwich
Inspection number	10104550
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 December 2015

Information about this early years setting

The childminder registered in 2007. She lives in the Royal Borough of Greenwich. The childminder operates on weekdays from 7.30am to 6pm, all year round. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jacquie Brown

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 setting.
- The inspector had a tour of the setting, and the childminder explained how she plans and implements the curriculum.
- The childminder and the inspector carried out a joint observation of an activity together.
- The inspector talked to parents and considered their views.
- The inspector held discussions with the childminder.
- The inspector spoke to children at times during 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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