

Childminder report

Inspection date:

10 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate high levels of confidence and show that they feel safe and secure in the childminder's care. They quickly lose their dependence on comfort items from home and rapidly settle into new routines. On rare occasions when children miss their parents, they swiftly return to activities after warm reassurance from the childminder. From an early age, children receive highly effective support to make choices and express how they feel in positive ways. They respond exceptionally well to the childminder's consistently high expectations, patience and calm approach.

Children receive superb support to develop their communication and language skills. They engage in meaningful back-and-forth conversations about their experiences and interests and are consistently introduced to new words. Children often discuss their frequent outings with the childminder. They help to buy resources and make story sacks that they go on to explore and use. Children retell familiar stories and develop a love of books. They gleefully sing and dance to music and rhymes, twirling while using pom-poms.

Children show that they are highly independent learners. They are confident to explore and eager to have a go. They receive strong encouragement from the childminder to develop their curiosity. Children benefit exceptionally well from an extremely broad and challenging range of activities and outings that support their interests. They thoroughly enjoy their play and learning.

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

- The childminder is highly ambitious for children and implements an extremely effective curriculum. The quality of teaching and interactions between the childminder and children is of an exceptionally high standard. The childminder uses her accurate assessments of children's learning extremely well to closely link activities to what she wants children to learn.
- The childminder very skilfully supports and extends children's learning during focused adult-led activities. For example, children are excited to make porridge for characters from a story. The childminder introduces mathematical language and descriptive words when children discuss changes to mixtures, using different-sized resources.
- The childminder implements ideas to develop her teaching skills even further. For example, the childminder films herself to closely analyse her storytelling skills. Children show the impact of this as the childminder reads. They guess what characters are doing, demonstrate their comprehension of familiar stories, and are very eager to explain what will happen next.
- Children benefit from the childminder's consistent use of relevant books, objects

and picture signs as they play and explore. Children use technology to find out answers to their questions, for example during role play at the pretend veterinary centre. The childminder extends their use of technology as she adds different types of vintage telephones to the vet's office.

- The childminder provides consistent guidance and uses successful methods to promote children's positive behaviour. Her highly responsive interactions with children help them to understand their emotions and behave well from an early age. Children learn to communicate and express themselves appropriately.
- The childminder carefully considers how to support children to understand and respect others. For example, she discusses with children why people may need to use mobility aids. Children learn about each other's languages and share information about their cultures, traditions and ways of life. Children often speak about their friends and have many opportunities to socialise with other children.
- The childminder complements children's learning with outings that provide new first-hand learning opportunities, such as a visit to the farm. She skilfully considers how to further extend children's learning. Children experience a very broad range of outings in the local community and beyond.
- The childminder actively seeks out professional development opportunities to enhance her excellent teaching skills. She captures the views of parents and children frequently to inform her improvement plans. She shares resources for families to enjoy at home and provides parents with regular communication and face-to-face feedback.
- Parents comment very positively about the childminder's highly flexible service and caring approach. They appreciate her high expectations of children's behaviour and the information she shares with them. Children value the support they received throughout periods of lockdown during the COVID-19 pandemic. They welcome their opportunities to play with other children and are glad about excursions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident about the actions to take if she is concerned that a child is at risk of abuse or harm. She knows who to contact if an allegation is made against her. She recognises the possible risks to children, such as exposure to extreme views or behaviours, alcohol misuse or domestic abuse. The childminder knows how to work effectively with relevant agencies to help to protect children's safety and welfare. She manages risks well and uses opportunities to help children to understand how to stay safe, for example as they cut fruit. The childminder uses methods to help children to express how they feel. This contributes to a safer environment for children, as they feel secure to share their experiences and feelings.

Setting details

Unique reference number	EY356673
Local authority	Greenwich
Inspection number	10137923
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 October 2015

Information about this early years setting

The childminder registered in 2007 and lives in Eltham, in the Royal Borough of Greenwich. She operates all year round from 8am to 5.30pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

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 setting.
- The childminder showed the inspector around the areas of her home used by children 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 on children's learning.
- The inspector considered the views of children and parents as part of the inspection.
- The inspector reviewed documents. These included relevant policies, records relating to children's safety and health, 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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