

Childminder report

Inspection date: 20 April 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 arrive eager to come to the childminder's home and see their friends. They have strong bonds with the childminder and seek cuddles and comfort from her as needed. The childminder provides warm and attentive care that helps children to feel happy, safe and secure. Children access a range of toys and resources, inside and outside. The childminder has high expectations for all children. Children develop their independence with support from the childminder, who encourages them to complete small tasks independently. For example, children manage steps to the outdoor area and confidently feed themselves.

Children have opportunities to socialise with other children and develop their social skills. They acquire a good range of skills in preparation for the next stage in their development and the move on to school. Children behave well. They are encouraged to share and take turns effectively. Children's emotional development is supported well. The childminder explains to children in an age-appropriate way how their friends feel when they do not want to share. The childminder praises children in a consistent and meaningful way. This helps to increase children's self-esteem and emotional well-being.

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

- The childminder observes children to find out what interests them and to identify what they need to learn. This helps her to implement a curriculum which builds on children's skills in a way that suits them. The childminder includes parents in her initial and ongoing observations of children's learning. All children make progress from their starting points in learning.
- The childminder supports children's language and communication skills well. For example, she uses good eye contact with children and speaks clearly. Children engage in singing activities. They join in with actions and anticipate which song is next. The childminder supports children who speak English as an additional language well. She finds words in children's home languages and uses these during activities. The childminder asks children questions to reinforce their understanding of what they already know.
- Children select books that are familiar to them for the childminder to read. They enjoy joining in stories as the childminder reads. Children enjoy a variety of books and eagerly talk about their favourite stories. They eagerly choose stories about rabbits and share their knowledge about the childminder's pet rabbits. The childminder asks appropriate questions as she reads to the children. This helps to extend children's conversational skills and their understanding.
- The childminder finds out from parents about their children's routines, what they like and their abilities before they start. She works closely with parents, developing a two-way flow of information to ensure that they can provide

consistent support for children. However, she does not yet share information about children's care and learning with other settings which children also attend.

- The childminder introduces children to early mathematical concepts during everyday activities. Children learn to count and recognise numbers, and the childminder introduces mathematical language during their play. For example, as children draw around each other's hands with chalk, they talk about the 'bigger' hand.
- Children enjoy being outdoors at local parks, exploring their local community and having a healthy lifestyle. In the garden, children enjoy rocking the see-saw back and forth and climbing the steps of the slide before sliding down. They enjoy regular trips to local parks to use climbing equipment to develop their physical skills further.
- The childminder is enthusiastic and enjoys her role. She reflects on her own practice and thinks about what benefits the children at her setting. However, the childminder has not focused her professional development on extending her teaching skills to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to protect children who may be at risk of harm. She is confident of the procedures to follow, should she have any concerns about a child's welfare. This includes if an allegation is made against herself or a household member. The childminder completes refresher training to ensure that her knowledge of protecting children is up to date. She completes thorough risk assessments for her home to ensure that children play in a safe and suitable environment.

What does the setting need to do to improve?

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

- develop ways to share information with other settings which children attend, to enhance continuity of care and learning for children
- enhance professional development to raise the quality of education to a higher level.

Setting details

Unique reference number	EY551561
Local authority	Greenwich
Inspection number	10174766
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	1 to 9
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Eltham, within the London Borough of Greenwich. The childminder provides care for most of the year, from 7.30am to 6pm, Monday to Wednesday. She holds a relevant childcare qualification.

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 childminder and the inspector completed a learning walk to discuss the childminder's intentions for children's learning.
- The inspector observed activities to assess the quality of education.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke to parents on the telephone to gather their views of the childminder.
- 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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