

# Childminder report

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Inspection date: 17 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder and her assistant welcome children into an environment where children feel safe, which helps them to settle quickly. Children are confident and happy in the childminder's setting. Their individual care needs are central to the childminder's practice, particularly for those with allergies and/or medical conditions. The childminder and her assistant work in close partnership with parents to create individual care plans for children. In addition, they support children's toilet training well. For example, children receive praise for their progress and a certificate when they can independently use the toilet. There are high expectations for what children can achieve. The childminder and her assistant deliver an ambitious curriculum where children learn early reading skills through play. For example, children discover new words, such as 'spike' and 'horn', as the childminder points them out in the books they read together.

The childminder and her assistant are positive role models for children's behaviour. They have good behaviour management strategies and expectations that they implement consistently. Children form good relationships. They are respectful and friendly towards each other. Children share and speak kindly with each other throughout the day.

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

- The childminder is skilful at following children's interests. She has good knowledge and skills to help children to learn how to make progress in their learning. The childminder has a clear vision of the setting's strengths. However, the childminder's assistant is not yet skilled in all areas of the curriculum, to fully support children in their learning.
- The childminder's assistant makes good use of care routines. He creates warm bonds with children. For example, during personal care routines, he sings familiar songs and speaks gently to the children, who respond positively to this.
- Partnerships with parents are strong. The childminder works closely with parents, and she values their views and opinions. Parents speak very positively about the childminder and her assistant and the experiences their children have. They feel informed about how their children are progressing at the setting. Parents talk about how the childminder supports them by giving advice. For example, they have valuable discussions about children's sleep requirements.
- The childminder uses a range of instruments and interactive toys to engage children in exploring the different sounds they can make. However, there are times when the sounds are too loud and distract some children from their activities.
- The childminder makes sure that the children are independent and understand the daily routines. Children freely explore their environment and make their own

play. For example, when children arrive, they look for their names on a labelled basket and put their belongings into it. Children move around the environment and choose where to play. Some children are in the paddling pool, some are in the playhouse, and some are using the slide. This has a positive impact on promoting the children's independence.

- Children's understanding of mathematical concepts is well supported. The childminder interacts skilfully with children to help them to recognise numbers and develop their counting skills. Children playfully learn about numbers through a range of activities and experiences.
- Children's physical play is well developed in the setting. They have good opportunities to develop their small- and large-muscle skills. For example, children prepare to get into the paddling pool and most of them undress with minimal support. Children are confident and ask for help. The childminder and her assistant offer plenty of praise, encouragement and supervision. Children enjoy being active in a well-resourced outdoor area.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant implement an effective safeguarding policy and procedures and complete regular safeguarding training. They know how to identify any possible risks to children and who to report their concerns to. The childminder and her assistant ensure that the environment is safe. For example, the childminder ensures that children wear sun hats and regularly applies sun cream to their skin when they are outdoors in the sun. This helps children to remain safe. The childminder has undertaken additional safeguarding training, including awareness of domestic violence and anaphylaxis training, to strengthen her understanding of her role and responsibilities.

## What does the setting need to do to improve?

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

- identify further training and coaching for staff, to further raise the quality of education in the setting
- review the use of background sounds, to enhance children's concentration and listening skills.

## Setting details

<b>Unique reference number</b>	EY281660
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10137921
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	8 July 2015

## Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Greenwich. She operates from Monday to Thursday for most of the year. The childminder works with an assistant.

## Information about this inspection

### Inspector

Anne-Marie Giffits-Walker

### 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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder's assistant spoke to the inspector during the inspection.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke to children, to find out about their time at the setting.

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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