

Childminder report

Inspection date: 21 July 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 enjoy attending this childminder's calm and happy setting. They welcome their friends on arrival and develop close relationships with the childminder and her assistant. Children play in well-organised spaces that provide stimulating resources for all ages. They have access to outdoor learning daily, where they enjoy activities that are relevant to their age and stage of development.

Children's behaviour is good as a result of a fun and stimulating environment. They are encouraged to share and treat each other with kindness and respect. Children are settled and secure in the company of the childminder and her assistant. They praise children's achievements often. Children delight in receiving a round of applause or a 'well done' from their friends.

Children take part in directed activities that have been carefully planned to further their learning. The childminder has high expectations of children, which helps them to make good progress. Children play games with their friends, such as 'What's the Time Mr Wolf', and sing songs, enthusiastically joining in with the actions. They make their own choices and take turns as they choose which rhyme to sing next.

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

- The childminder and her assistant have a strong emphasis on communication and language. They model sentences well and encourage children to pronounce words correctly. Children are encouraged to 'use their words' in order to communicate effectively with one another. For example, the childminder tells children to ask for a toy, remembering to use their manners politely.
- Overall, group activities and routines support children to learn. However, sometimes, younger children sit for too long. This causes them to disengage and lose focus. For example, during a planned activity, a younger child becomes disruptive, and children raise their voices to try to be heard. As a result, learning is interrupted and children are unable to fully engage in the activities.
- The childminder skilfully supports children to develop their mathematical understanding. For example, she has numbers displayed that she and her assistant can refer to during play activities. This helps children to understand the association of different amounts and their corresponding numeral. They learn new mathematical vocabulary, such as more, less, empty and full.
- Children develop independence as they are mainly encouraged to do things for themselves. For example, children confidently hang their bags and put on their own shoes. At snack time, children make healthy choices as to what they would like to eat. However, the childminder does not fully extend these opportunities for children to develop their self-care skills. For instance, she completes small tasks for them at snack time that children could learn to do themselves.

- The childminder ensures that children are ready for the next stage of their educational journey. She uses effective strategies to introduce early reading and mark making skills. For example, children learn the names of letters and the phonological sound that they make. The childminder refers to them as children attempt to write the letters in their name.
- The childminder speaks a range of languages. This helps her to support the children who attend her setting who speak English as an additional language. She is able to assess children's learning in both languages, and so identifies any gaps promptly. The childminder works in partnership with parents to gain knowledge of key words used at home. This ensures a consistent approach which means that children's needs are met effectively.
- Parents praise the childminder for her kind and patient manner. They appreciate the care that she provides for their children. The childminder has effective communication via an online application shared with parents. They enjoy receiving information about their child's day as well as key notes about their developmental progress.
- The childminder effectively evaluates her practice and is keen to develop her own knowledge to maintain high quality care and education. She provides support to her assistant to gain the necessary qualifications. They work well together to ensure that children make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to keep children safe. They understand the local safeguarding partnership procedures and how to report any concerns they may have. The childminder and assistant continue to update their safeguarding knowledge with further training. The childminder actively undertakes risk assessments of the environment to ensure it is safe for children. She adapts the routine as necessary and is vigilant about maintaining safe practices, such as keeping safe in the sun.

What does the setting need to do to improve?

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

- review the organisation of group times so children do not lose focus and have their learning disrupted
- support children to develop their growing independence skills consistently, especially during mealtimes.

Setting details

Unique reference number	2568517
Local authority	Greenwich
Inspection number	10239268
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and works with an assistant childminder. She lives in West Thamesmead, in the London borough of Greenwich. She is available for work from Monday to Friday 7am until 7pm, all year round. The childminder accepts children aged two, three and four who are eligible for funding.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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