

# Childminder report

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Inspection date: 18 August 2022

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

## What is it like to attend this early years setting?

### The provision is outstanding

Children are greeted with a warm welcome by the childminder. Her caring and sensitive approach ensures that children settle into her care extremely well. The childminder knows the children very well, including those who have recently joined her. She has high expectations for every child and skilfully tailors her curriculum to ensure that each child has the key knowledge and skills they need to make excellent progress.

Children show confidence as they greet the inspector on her arrival and communicate with her throughout the day. Children demonstrate good behaviour. Children of all ages interact exceptionally well with each other. For example, older children role play with the younger children and pretend to make food for cows out of mud. Children show a kind and caring nature. They offer to share their drink when they notice their friend's has accidentally leaked.

Children show a very good understanding of the rules and boundaries on trips and in the childminder's home. The childminder talks to children about dangers and teaches them how to keep safe. For example, children follow the seatbelt rules in the car, and older children know what to do when there is a fire drill.

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

- The childminder is extremely committed to providing the best care and learning for children. They consistently benefit from meaningful and interesting experiences that cover all the areas of learning. The childminder constantly monitors the children's progress to recognise and target any gaps in their knowledge.
- The childminder is highly successful in supporting children's language and communication. Children are confident communicators. They demonstrate a wide vocabulary and take part in conversations with the childminder. Younger children learn new words and use signing to support their communication skills.
- Children are highly inquisitive and enthusiastic learners. They confidently ask questions and talk about their knowledge. The childminder expertly answers their questions and extends their knowledge further. For instance, children ask questions about the pigs at the farm and say what they believe is the answer. The childminder acknowledges their queries and explains the answers in an age-appropriate way.
- The childminder teaches children about saying 'sorry' and how everyone makes mistakes. This helps children to become responsible for their actions and develop empathy for others.
- The childminder gives children experiences that promote an understanding of, and respect for, people, families and communities beyond their own. For

example, children learn about a variety of cultures and festivals. They attend various sessions at the local library, such as Japanese rhyme time and cultural storytelling. The childminder encourages discussions about people and their different abilities in a sensitive and highly age-appropriate way.

- All children, including those with special educational needs and/or disabilities, make excellent progress. The childminder is skilful in adapting activities and experiences for children of differing abilities to ensure that they can achieve successfully. She provides a range of open-ended activities to ignite individual interests and give multiple learning outcomes.
- Children demonstrate high levels of independence. They make independent choices throughout the day, such as what they would like for lunch and snack and what they would like to play with. Children make their own sandwiches, put on their shoes and wash their hands by themselves. Younger children find their own way to manage stairs, such as turning around and descending on their hands and knees.
- Children learn about the importance of leading a healthy lifestyle. For example, at lunchtime, children tell the childminder that they can eat apples although 'they have sugar'. They discuss good oral hygiene and the benefit of drinking water after eating. Children have excellent opportunities to learn and be active in the outdoor environment. They regularly visit the local farm and woodlands, and they also have access to the garden.
- The childminder goes above and beyond to support families. This helps parents to build a strong bond and make sure that children feel safe and secure in her care. Partnerships with parents are remarkable and they speak highly of the childminder. They report that she is 'exceptional' and comment on the 'amazing' progress their children have made during their time with her.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is secure in the process of reporting safeguarding concerns. She knows how to identify potential signs of abuse. The childminder ensures that her setting is safe and secure for children. She regularly carries out risk assessments of her home and the places she visits with children. The childminder attends mandatory training, such as safeguarding and paediatric first aid, and keeps up to date with local safeguarding issues through the local authority.

## Setting details

<b>Unique reference number</b>	EY453595
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10235965
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	4 October 2016

## Information about this early years setting

The childminder registered in 2012 and lives in the Royal Borough of Greenwich. She operates for most of the year from 8am to 6pm, Monday to Thursday.

## Information about this inspection

**Inspector**  
Katie Smith

## 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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