

Childminder report

Inspection date: 7 October 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children settle very quickly, showing they feel extremely happy and secure in the childminder's warm and friendly home. Children develop strong bonds with her, as she is very calm and patient. The childminder gives children plenty of praise and cuddles, supporting children's self-esteem and confidence.

The childminder plans stimulating activities in accordance with children's interests. Children concentrate well and receive good support to complete their activity. They are proud of their achievements. For example, children demonstrate great excitement and pleasure when singing nursery rhymes. The childminder builds on this and plans a creative activity around it, enabling children to depict what they are singing about.

A range of appealing and well-organised resources are easily accessible to explore, even for very young children. This enables free choice in their play and learning and encourages them to explore, investigate and develop their own interests and ideas.

Children who require additional support have their needs met to a high standard, enabling them to make good progress in their learning. Good links are made with other schools and nurseries that children move on to, and children's progress is shared, ensuring there is a consistency of care and learning.

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

- Since the last inspection, the childminder has focused on making improvements in the garden. She is completely re-laying the lawn, making it even. This provides children with a larger space to play and the opportunity to choose from more activities.
- Overall, the childminder builds strong relationships with families, who trust her. She knows the children well and gathers information from parents about children's routines and interests when children start to attend. She has regular discussions with them about children's next steps in learning. The childminder offers support to parents on aspects of the children's development that they are working on at home. However, she has not fully considered how she can support parents to help their children make healthy food choices, including what they could have for their lunch.
- Children have lots of opportunities to be outdoors and to engage in exercise. They develop good physical skills as they ride on tricycles and in cars. Children are confident to approach the childminder and to engage her in their play. They develop their imagination as they role play together, driving to the garage and playing 'shops' in the playhouse.

- Children are taught about different cultures, and the setting celebrates diversity. The childminder finds out about the cultures relevant to the children who attend and ensure their traditions are celebrated through dressing up and exploring traditional food. For example, they held a big party for the Queen's jubilee.
- The childminder provides a language-rich environment for the children. She supports their language development well. Children sit and concentrate when the childminder reads them a story. They point to the pictures and say what they can see, and the childminder praises them for their communication. Children develop a real love of books. They happily sit down and listen attentively to stories. The childminder reads with great enthusiasm, and children repeat key phrases and learn new vocabulary.
- There are good opportunities for children to make marks and explore a range of different shapes and formations. This helps to support their early writing skills. Children hold the equipment with increasing control. The childminder models the process and talks about what she is drawing. Children listen carefully and eagerly join in. A variety of words are used to describe what they have drawn, and this supports children's understanding that marks carry meaning.
- The childminder makes good use of the resources in her local community to provide wider learning experiences. For example, through the planning of regular visits to local groups with other childminders, children make friends and develop good social skills.
- Children behave exceptionally well and, from a very young age say, 'thank you' unprompted. The childminder has high expectations and acts as a positive role model.
- The childminder is reflective about her practice. She has attended a range of additional training to develop her skills and knowledge. The childminder has plans to engage in further professional development to help her meet the needs of the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a good understanding of her responsibility to protect children from harm. She recognises the possible signs and symptoms of abuse and understands the local procedures to follow if she needs to seek further help or to report any concerns. This includes if there is an allegation made about herself or anyone in her household. The childminder ensures her environment is safe and secure and minimises dangers at all times, both on and off site.

What does the setting need to do to improve?

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

- strengthen partnerships with parents further to deepen children's understanding of the importance of eating healthily.

Setting details

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| Unique reference number | EY441468 |
| Local authority | Greenwich |
| Inspection number | 10235650 |
| 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 | 3 to 3 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 28 November 2016 |

Information about this early years setting

The childminder registered in 2012. She lives in of Abbey Wood, in the London Borough of Greenwich. The childminder works all day, Monday to Friday, all year round.

Information about this inspection

Inspector

Emma Mizzi

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 into their evaluation of the provider.
- The inspector took into account the views of parents.
- The inspector viewed a range of documentation, including qualification certificates, public liability insurance and paediatric first-aid qualifications.
- A meeting was held between the inspector and childminder to discuss arrangements for parental involvement in learning and self-evaluation.
- A discussion was carried out between the inspector and the childminder to evaluate the organisation, quality and experiences provided.
- A tour of the premises was completed by the inspector and the manager.

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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