

Childminder report

Inspection date: 11 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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

The childminder has a good knowledge of children's learning and development. She and her assistant know children and what they enjoy doing, very well. They use this knowledge to plan a curriculum that has high expectations for all children. Children have trips to the library and into the local community every week. The curriculum is engaging and stimulating, which helps all children make good progress in their development. Children visibly enjoy spending time with the childminder and her assistant. They consistently show glee and happiness.

Children demonstrate that they feel happy and safe in their care. The setting is well organised. Children have lots of space to play safely, and learn from exploring a range of resources inside, in the garden or the classroom cabin. They are exceptionally well behaved. Children share toys, and when asked by the childminder, they swap their favourite ones so that their friends can have a turn. The childminder promotes a respectful and positive environment. She consistently models good behaviour. Children are highly motivated. They are eager to engage in activities, either as a group or when playing by themselves. Children are encouraged and praised at every opportunity. This supports them to develop their self-esteem.

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

- The childminder works closely in partnership with parents. She uses a range of communication methods to share information regarding children's achievements. Parents describe how happy their children are to attend. They comment on the wide range of activities that the childminder provides. Parents say that they are very happy with the progress which their children make. This working partnership has a positive impact on children's learning.
- The childminder has a good understanding of how she can support children's language. She listens carefully as she plays with children, modelling language and incorporating several areas of learning. For example, children develop their mathematical skills as the childminder sits with them on the floor, encouraging them to identify different shapes and colours that they can see as they play.
- Children develop their creative skills. They use crayons, glue and cut out shapes to decorate their trees. Even young children persist with their goal of cutting with scissors, showing a positive approach to learning. They make marks and practise their small-physical skills as they create. This helps to develop their early writing skills.
- Outside, children show extremely high levels of engagement as they play. They consistently keep trying when they come across problems. For example, when playing in the mud kitchen, children persist in finding the right container to fill with items to transport to the other end of the garden. The childminder supports

their engagement as she comments on their play, copies their actions and extends the time they spend concentrating. Children return to chosen activities frequently throughout the day and after being encouraged to participate in a large-group session. As a result, they are showing consistently positive attitudes to their play and learning.

- Children thoroughly enjoy the adult-led music sessions offered by the childminder's assistant. They clap and jump and smile excitedly, as they take part in the 'sleeping bunnies' song. This helps to develop their large-physical skills and self-confidence. Children are engaged in this activity for a long time and the assistants enthusiasm and knowledge of what the children enjoy supports their engagement.
- Children with special educational needs and/or disabilities receive sensitive and personal attention to allow them to develop to their full potential at their own pace. The childminder recognises the importance of a consistent approach. She shares information successfully with parents and other professionals to help children progress.
- The childminder ensures that she and her assistant complete regular training to keep their knowledge up to date. They work together to evaluate the provision and make changes to benefit the children where necessary. For example adding a mud kitchen to the garden to support children's interest in pretend cooking and mixing. The childminder identifies gaps in her assistants' skills and knowledge and offers training and role modelling. As a result children benefit from strong teaching from the assistant as part of adult led activities. This supports their very strong attitude towards learning. But the assistant is not yet confident in entering children's self-initiated play and extending their learning in this way. Children will make even better progress in their learning and development once this is achieved.
- Children are starting to learn about keeping themselves healthy and safe. For example, they are encouraged to sit down while eating their healthy snack of fruit and bread. Children know to wash their hands before eating, after visiting the toilet and after playing outside.
- The childminder takes children out on walks as she identifies a current interest for most of them is to explore leaves, hunt for bugs and collect sticks. This helps children to develop their large motor skills and their understanding of nature and the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her understanding of how to keep children safe. She knows the signs and symptoms which may give her cause for concern about the welfare of a child in her care. The childminder and her assistant are aware of the indicators that a child might be at risk of being exposed to extreme ideas or behaviours. They know the procedures to follow if there are any concerns. The childminder regularly reviews her policy and procedures and keeps her knowledge up to date.

What does the setting need to do to improve?

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

- strengthen the programme of professional development for assistants, particularly with regards to being confident to teach from within children's self chosen play

Setting details

Unique reference number	EY282809
Local authority	Greenwich
Inspection number	10234802
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 8
Total number of places	10
Number of children on roll	9
Date of previous inspection	20 January 2017

Information about this early years setting

The childminder registered in 2004. She lives in Thamesmead in the London Borough of Bexley. The childminder operates her service all year round, from 7am until 7pm, Monday to Friday. She has a relevant childcare qualification at level 3. The childminder provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Beverly Hallett

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 his evaluation of the setting.
- The childminder and the inspector completed a learning walk to determine the curriculum aims and intent.
- The inspector observed the interactions between the children, the childminder and her assistant throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and the childminder's assistant.
- Parents' views were considered by the inspector through discussions.
- A joint observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- Relevant documentation was sampled by the inspector, including evidence of the childminder's training.

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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