

Childminder report

Inspection date:

6 December 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 benefit from a childminder who is passionate and dedicated to providing a safe and nurturing home-from-home environment. Children show high levels of confidence and self-esteem. They form secure attachments with the childminder. Children are curious as they explore the environment, confident in the knowledge that the childminder is there for support. Children are happy and engaged with the opportunities provided.

Behaviour of children is good. The childminder has rules and boundaries in place. Children develop friendships with their peers. They play cooperatively. The childminder is quick to intervene when disagreements arise. Children are taught how to use 'gentle hands' and be kind to one another. Sharing and turn taking is promoted. Children are praised for their positive behaviours, such as taking a turn and then passing on cards to their peers, so everyone has an opportunity to participate.

The childminder has considered the impact of the COVID-19 pandemic on children's learning and development. She has developed a curriculum that considers children's individual starting points and allows all children to make good progress. Children leave the setting ready for the next stage of their learning.

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

- The childminder knows her children well and they make good progress from their starting points. Learning is consolidated through activities that allow children to practise skills already learned. The childminder challenges children, where appropriate, to help them achieve their next steps. Children show determination and focus during activities. They develop skills of resilience and learn how to solve problems independently.
- Overall, the childminder promotes children's early language and communication development well. She understands the importance of using repetition to reinforce keywords. Children repeat these as they play. Children begin to put words together to make simple sentences. On occasion, however, the childminder asks children too many questions simultaneously. This does not allow children enough time to recall information and provide an answer.
- Children have opportunities to explore the community around them. They regularly attend local playgroups. Socialising in larger groups helps children develop confidence and self-esteem in different social situations. Children visit soft-play centres where they can test their emerging physical skills and promote large-muscle development. Local parks and green spaces allow children to observe the changes in seasons, pick leaves and feed the ducks.
- Children are eager to test their emerging physical skills with climbing activities.

The childminder supports children to begin risk assessing their own capabilities. She allows children to challenge themselves while ensuring she is close by to ensure their safety. The adapted garden space gives children freedom to use larger equipment, such as slides, to develop skills of coordination and balance.

- The childminder establishes positive relationships with parents. Daily verbal communication takes place through face-to-face discussions and text messages. Parents describe the setting as 'loving and nurturing'. They compliment the nutritious meals provided. Parents describe how the setting has helped their children develop in confidence.
- The childminder promotes healthy lifestyles to children. Meals are freshly prepared, balanced and nutritious. Children have the opportunity to try food from all around the world, with parents sending in recipes their children enjoy at home. However, the childminder is not always consistent in helping children develop a deeper understanding of good hygiene routines. For example, not all children wash their hands before eating snack or lunch.
- The childminder's setting is proud to celebrate the diversity of children through all areas of the curriculum. Resources reflect a range of cultural backgrounds. All children can see positive images of themselves reflected within the setting. Where children speak English as an additional language, the childminder learns keywords from the child's home language to help them settle more smoothly.
- The childminder is reflective in her practice. She seeks regular feedback from parents during monthly 'catch-up' calls, and evaluates how everything is going. The childminder attends regular training with the local authority to continue her own professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training. She maintains a clear understanding of the signs that may indicate children are at risk from harm or abuse. The childminder has systems in place to record and report any concerns she may have. She understands the procedure to follow should a child make a disclosure of abuse, or if an allegation is made about herself or anyone in her household. The environment and any trips taken are risk assessed and regularly reviewed to ensure the safety of all children. The childminder is alert to safeguarding concerns, such as those at risk of extreme views or female genital mutilation.

What does the setting need to do to improve?

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

- make better use of strategies, including questioning, to further develop children's language skills

- ensure that good hygiene routines, such as handwashing, are consistently promoted.

Setting details

Unique reference number	2580568
Local authority	Greenwich
Inspection number	10250995
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 2
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and works alongside another childminder from the same premises. The childminder lives in Kidbrooke, in the London Borough of Greenwich. Care is offered from 7.30am to 6pm, Monday to Friday, all year round. The childminder holds a appropriate qualification in home-based childcare.

Information about this inspection

Inspector

Natalie OLeary

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 in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this had on 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.
- 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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