

Childminder report

Inspection date: 13 December 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The setting is a family-run business, which operates from a self-contained building in the garden of the childminder's home. Children have access to some of the garden. The setting is bright, clean and welcoming. Children arrive and quickly, settle and follow familiar routines. For example, they put their things away, use hand gel to clean their hands and go and sit at a table ready for breakfast. Children show a sense of belonging in this setting. The childminder and her three assistants create close bonds and warm relationships with children, who give them big hugs as they arrive.

The childminder and her assistants have high expectations of children. They encourage them to use good manners and be respectful to each other, offering them lots of praise when they do so. Children respond positively to them. They demonstrate that they are happy and content. Children smile with delight and dance as the childminder sings and plays the ukulele to them. They behave well and show care and concern for each other. For instance, older children help younger ones when they need a tissue.

Children benefit from the large range of resources that the childminder offers. They enjoy going out on nature walks and collecting things, such as acorns, and bring them back to the setting to explore and investigate. Children make their own choices and choose what they want to learn. The childminder follows children's interests and further adds to them. For example, she puts feeding equipment and oats with the dolls, so that children can use them in role play.

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

- The childminder has made a good start to her childminding career. She has worked hard to develop her practice and setting. The childminder employs assistants and makes the necessary checks to ensure they are suitable to work with children.
- The childminder knows what she wants children to learn. She uses her assessments of children to identify their next steps in learning. Overall, the childminder sequences children's learning well. However, sometimes, the childminder plans activities for children which do not fully take account of what they need to learn next. For example, she read a long story book with children who are still developing their listening and attention skills, this meant they were not able to get the most out of this activity.
- The childminder works well with parents to share information and encourage children's learning. She has daily discussions, and sends photos and updates of their children's day to them. Parents comment on how amazing the childminder is and that they feel very comfortable leaving their child in her care. They also

say that they feel very informed and that their children have come on in 'leaps and bounds' since attending the setting.

- The childminder aims to prepare children for school by teaching them how to be independent and develops their physical skills. She encourages children to do things for themselves, such as pouring their own milk on their cereal and feeding themselves. Children learn how to persevere, for example, when they are finding it difficult to take off their shoes. The childminder encourages children to keep trying and celebrates their achievements with them. This helps to build children's self-esteem and confidence, and leads to them showing a more can-do attitude towards their learning.
- Children develop their knowledge and understanding of the world around them. They explore the local area, routes and roads, and visit a train station to find out where the trains go. Children develop mathematical skills through lots of discussion and practical activities. For example, at circle time, they talk about the date and the numbers and count the penguins in a tray of snow and ice outside.
- Children experience lots of stories and rhymes. This supports their language and communication skills and helps to build their vocabulary. The childminder and her assistants interact and engage with children well, asking them lots of questions. However, on occasions, they do not consistently extend children's language, by doing things such as by adding more words to what they say or modelling longer sentences for them.
- The childminder helps children to learn about British values by modelling and discussing appropriate behaviours with them. This helps children to understand how to be respectful of other people's feelings and the concept of fairness. For example, children demonstrate this by being kind to each other and offering their peers a turn independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with child protection training and a range of issues, such as the 'Prevent' duty and female genital mutilation. She knows the signs of abuse and what to do should she have concerns. The childminder ensures that all her assistants know the procedures they should follow and who to contact about a child's welfare. She carries out good risk assessments of her home and her local surroundings to keep children safe. For example, the childminder makes sure that the gate is always locked while children are present. She also has a fire evacuation plan and makes sure that the environment is safe for children. For example, on the day of the inspection, the childminder cleared the path leading up to the building in which she operates, to ensure the safety of children as they arrive.

What does the setting need to do to improve?

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

- plan activities more carefully to fully support children with their individual next steps in learning
- extend children's language further, such as by modelling and encouraging them to use longer sentences.

Setting details

Unique reference number	2585385
Local authority	Greenwich
Inspection number	10251116
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the London Borough of Greenwich. She is open all year round, from 8am to 6pm, Monday to Friday. The childminder works with three assistants, two of which are her husband and daughter. She holds a qualification at level 6.

Information about this inspection

Inspector

Louisa Parker

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 childminder.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and public liability insurance.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the childminder and her assistants interact with children.
- The inspector spoke with parents and took account of their written views.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.

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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