

Childminder report

Inspection date: 9 January 2023

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

The childminder provides children with a safe, caring and nurturing environment. Children settle quickly with the childminder, who has positive relationships with them. Children behave well and show respect and kindness to each other. Their interactions are positive. The childminder supports children with gentle guidance. Children have a thorough understanding of how to share resources. For example, older children gently share a ball with young babies. The childminder is a fantastic role model, and children quickly learn about the behaviours that are expected of them. Children develop brilliant communication skills. They learn to regulate their emotions and confidently articulate how they feel.

Children have access to a large garden that offers a range of interesting activities, such as a mud kitchen and gardening area. Children also benefit from a dedicated playroom. They take part in a range of play opportunities that support what they already know and also extend on their ideas and learning. The childminder has a well-planned routine. Children benefit from healthy, nutritious meals and snacks. The childminder gives children daily opportunities to take part in a range of planned trips, such as going to the park, soft play or library. Children have good opportunities to develop an understanding of the communities around them.

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

- The childminder engages children with a range of planned activities that extend their learning. She manages the different age groups of children well. The childminder plans activities that are appropriate for children's ages and stages of development. The childminder ensures that all children are able to take part in the activities that she offers.
- The childminder has a very strong relationship with parents, who share that they are very happy with the care their children receive. The childminder identifies any gaps in children's development early. She has a good understanding of how to support parents to help their children in their development. For instance, she shares different ideas and strategies that can be used collaboratively.
- Children are excited to learn, and the childminder takes the time to understand children's interests. Children concentrate well and engage in what they are doing. For example, when they build a tower for the superheroes they are playing with, they enthusiastically recreate heroes and villains, role playing the parts excitedly.
- The childminder puts a strong emphasis on encouraging children's independence. Children wash their hands, blow their own noses and dress themselves. They have a thorough understanding of the routine and the expectations of them at different parts of the day.
- The childminder is reflective about her setting and what she would like to do

next to improve her professional development. She is extremely committed to the children and strives to provide them with exceptional care. The childminder is mindful to do her own research and networks with other childminders, as well as undergoing any relevant training that she believes would benefit the children.

- There are plenty of opportunities for children to explore freely and develop their own interests. Children enjoy activities that support their early writing skills, such as using tweezers to pick things up. Children show an interest in letters and can recognise letters and sound them out phonetically. The childminder encourages children to think about the sounds in simple words and to find the letters in their name. However, she does not consistently support and develop children's understanding of mathematics within activities and the routine.
- The childminder plans a curriculum that puts a strong emphasis on supporting children with developing their communication and language skills. She talks to children clearly, narrating their play and giving them plenty of time to answer questions. The childminder introduces different language into children's play, such as 'gliding' when talking about superheroes flying.
- The childminder praises children, who are warm and affectionate to her in response. She has an excellent relationship with the local school. The childminder supports children well to prepare them to be ready for school, for example when starting toilet training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the correct procedures to follow and who to contact if she has any concerns about the children in her care. She is confident in identifying any indicators that suggest a child is at risk of harm. The childminder regularly attends safeguarding training to stay up to date with key changes in policy. She understands a range of safeguarding concerns, such as the 'Prevent' duty. The childminder has thorough and effective risk assessments in place to keep children safe within her home and also on outings. She shares these with the parents and also helps children to understand how to keep themselves safe. For example, the childminder helps children to learn about 'stranger danger'.

What does the setting need to do to improve?

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

- use more opportunities to incorporate mathematics and number into the daily routines and children's learning.

Setting details

Unique reference number	EY461330
Local authority	Greenwich
Inspection number	10236145
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 4
Total number of places	8
Number of children on roll	8
Date of previous inspection	28 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Greenwich. The childminder operates all year round, from 7am to 7pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sai Arunn

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 childminder and the inspector completed a learning walk together.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector about what they enjoy doing at the childminder's home.
- The inspector held discussions with the childminder at appropriate times during the inspection. They discussed safeguarding arrangements and how the childminder evaluates her practice.
- The childminder shared a sample of documentation with the inspector, including evidence of the suitability of those within the household, policies and procedures and first-aid certificates.

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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