

# Childminder report

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Inspection date: 16 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 show pleasure in being part of the childminder's home and have a real sense of belonging. The childminder supports their emotional well-being effectively. New children settle very well into their environment. The childminder provides a well-designed curriculum that meets the needs of all children. She works closely with parents to find out about their children before they start. She uses this information well to establish care routines that meet children's individual needs.

Children build on their mathematical and communication skills. Children talk about the animals in the story, naming them, and discuss how many they can see. The childminder engages in children's play and introduces them to new words. For example, when playing with the cars, she uses words such as 'under', which younger children repeat. The childminder skilfully asks children relevant questions and gauges their response to find out what children know. She uses this information to plan what children need to learn next.

Children are confident to explore and make independent choices from a very young age. They seek the childminder for reassurance or cuddles as they play. They have developed very strong bonds with the childminder and feel extremely safe and secure in her care. Children behave well and learn how to compromise. They demonstrate their understanding of sharing toys and whose turn is next.

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

- The childminder wants children to become independent and confident learners. She supports them to learn how to express themselves and be kind to other people. Children enjoy playing in an enabling and safe environment. The childminder listens to and values their views and ideas. The childminder teaches children to understand the behaviour expectations, helping them to understand what is acceptable and what is not.
- The childminder focuses on developing children's communication and language skills, and she follows their interests. Children make independent choices about what they wish to play with. When reading stories, the childminder supports younger children with sounds, turning pages and lifting flaps in the book. Older children are invited to talk about the pictures they see and predict what could happen next. Children develop a love of books and are well supported with their communication and literacy skills. Children demonstrate positive attitudes towards learning.
- The childminder plans her routines for children purposefully to ensure that children are meaningfully engaged at all times. For example, when younger children are having a nap, the childminder uses the opportunity to teach older children how to make a model out of construction resources. In addition, when

children play together, the childminder skilfully adjusts her teaching. This helps to meet the developmental and learning needs of children and positively contributes to their ongoing progress.

- Children learn about the community they live in and the importance of valuing others. The childminder takes them regularly to local playgroups and libraries and teaches them to respect others. This helps them to engage with other people in the community and extend their learning opportunities. She carefully plans her outings with the children in mind, ensuring that they will benefit from activities such as these.
- The childminder provides children with a range of nutritious and balanced meals. She ensures that she takes all their dietary requirements into account. She discusses with children the benefits of eating a balanced diet and the positive impact this has on the body. Older children are independent in their self-care practices. They wash hands, use the toilet and wipe their nose independently. However, the childminder does not use daily routines effectively enough to support children's independence skills further.
- The childminder establishes effective partnerships with parents from the outset. She gathers information from parents when children start. This helps her plan the settling-in process for the children. The childminder ensures that there is a two-way flow of information. This helps her to identify children's next steps in learning and put plans in place to close any gaps, if needed. Parents comment that they are very happy with the quality of care and experiences their children receive.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to help keep children safe. She regularly assesses her home to ensure it is safe and suitable for the children attending her provision. The childminder helps children to learn about how to stay safe. She reminds them the importance of tidying up so that there are no trip hazards. She completes regular training to keep herself up to date, including her safeguarding knowledge. She is aware of the things that could make her unsuitable to work with children. The childminder knows which agencies to contact if she has a concern about children's welfare.

## What does the setting need to do to improve?

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

- review and develop daily routines, such as mealtimes, to further build on children's independence skills.

## Setting details

<b>Unique reference number</b>	EY401566
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10275758
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	3 July 2019

## Information about this early years setting

The childminder registered in 2009 and lives in the Royal London Borough of Greenwich. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Anja Eribake

### 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 her evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that these were having on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about their experiences in the setting.
- 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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