

# Childminder report

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Inspection date: 9 June 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

All children, including those who receive additional funding, are well prepared for their next stage in learning. Children are motivated to learn and maintain good levels of engagement during learning and play. This is because the childminder has a clear intent of what she wants children to learn and delivers this successfully.

Children love books, and the childminder shares many stories with them. The childminder checks if children can remember what they have learned through effective questioning. For example, while reading the 'Gruffalo' story to the children, the childminder asks the children to recall from memory some of the key events in the book.

The childminder knows the children well. She plans activities that build on what children already know and challenge them further. Children are familiar with the routine and are actively involved in it. This helps them to learn about expectations and the importance of working together.

Children are emotionally secure and behave well. The childminder is caring and takes time getting to know the children to help them settle in smoothly. Children feel happy and safe in the warm and homely environment. Younger children smile with excitement and regularly seek out the childminder for comfort.

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

- The curriculum for developing children's communication and language is implemented well. The childminder uses highly effective strategies to support children's communication and language development. She provides a narrative of children's play and repeats words to help younger children's emerging language. In addition, she asks relevant questions and encourages older children to respond in sentences. Children have acquired a good range of vocabulary and talk confidently.
- The childminder sets high expectations for all children's learning. Her curriculum takes into account what children already know and their personal experiences. The childminder provides opportunities for children to experiment with learning that they would not normally access at home. She takes children on various trips, including visits to the farm to feed animals and explore nature. This helps children to deepen their knowledge about the world around them.
- The childminder promotes good health by ensuring that the learning areas are clean and free of hazards. She encourages children to wash their hands after using the toilet and before meals and explains why this is important. However, the childminder has not fully considered how she can build on older children's understanding of safety to help them manage risks successfully and learn to

keep themselves safe.

- Children begin to learn the difference between right and wrong. The childminder uses a gentle approach to support children to understand the expected behavioural boundaries. She encourages the children to share resources and take turns. The childminder offers regular praise and encouragement throughout the day to help boost children's confidence. This helps children to learn how to behave appropriately.
- The childminder collects important information from parents about what children already know and can do when they join her setting. She uses this information well to plan for children's learning. The childminder regularly observes children's learning and assesses how they are progressing to help her identify any gaps. She is quick to implement strategies and works closely with parents to help address the learning gaps. All children make good progress from their starting points of entry.
- Children are not always able to explore a range of materials to build on their creative skills because these are not easily accessible. The childminder has not fully explored how she can enhance her curriculum to provide more experiences for children to become imaginative and creative learners.
- The childminder implements effective strategies to support parents' engagement. She consistently shares information with parents about children's care and learning and provides ideas to support home learning. This helps to strengthen continuity and consistency. In addition, the childminder seeks and acts on the views of parents to help drive improvements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the importance of keeping children safe from harm. She can identify when there is a concern about a child's welfare and knows how to report to the relevant agency. She attends regular safeguarding training to help keep her knowledge up to date. The childminder is aware of her responsibility to protect and prevent children from exposure to situations that may put them at significant risk of harm. The childminder completes thorough risk assessments to eliminate potential hazards to help children play in a safe learning environment.

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

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

- teach children to understand safety to help them learn to manage age-appropriate risks successfully and build on their resilience
- develop the curriculum further to provide experiences for children to build on their creative and imaginative skills.

## Setting details

<b>Unique reference number</b>	EY387956
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10285623
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	12 October 2017

## Information about this early years setting

The childminder registered in 2009. She lives in Woolwich, in the London Borough of Greenwich. The childminder offers care from 7.30am to 6pm, Monday to Friday, all year round. The childminder has a level 3 childcare qualification.

## Information about this inspection

**Inspector**  
Josephine Afful

## 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 conducted a learning walk with the childminder and discussed the curriculum intent for children's learning and how the early years provision is structured.
- The inspector observed interactions between the childminder and children and assessed the impact these have on children's learning.
- Written feedback from parents was sampled and analysed by the inspector to assess the effectiveness of partnership working with parents.
- The inspector interacted with children and spoke to the childminder at appropriate times.
- Documents, such as evidence of the childminder and household members' suitability and her paediatric first-aid qualification, were scrutinised by the inspector.

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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