

Childminder report

Inspection date: 5 September 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

Children enjoy their time at the childminder's setting and show that they feel settled and secure. The childminder is sensitive to children's needs and has built close, supportive bonds. Children are keen to explore their surroundings and consistently engage in purposeful play. This supports them to make good progress in their development. Children are sociable and engage well with each other. They giggle as they go in and out of the playhouse, enjoying the repetition of this game.

The childminder organises her curriculum to provide children with an interesting range of indoor and outdoor experiences. Indoors, children enjoy poking and prodding dough and exploring the texture. They learn about keeping healthy, such as the importance of brushing their teeth and washing their hands. They expertly thread hoops onto straws, showing well-developed fine motor skills. Outdoors, children excitedly build tall towers with construction blocks and laugh as they knock them over. The childminder supports younger children to develop their physical skills by allowing them time to practise climbing up steps on the small slide. Children beam with pride as they master new skills. The childminder is skilled at supporting children's early mathematics development. They learn about colours, shape, size and count during everyday activities.

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

- The childminder reflects on her practice and keeps up to date with regular training, completing her own research. She links with other professionals to explore how she can improve her service to focus more on supporting children's early education.
- The childminder closely monitors children's development and identifies what they need to learn next. She gathers useful information from parents about children's starting points when they initially start attending. She maintains an open dialogue with parents to share the progress the children are making and what parents can do to support this at home.
- Children learn a variety of familiar songs and rhymes. They join in with saying key phrases and move their bodies in rhythm, copying the actions. They explore sound through musical instruments. They excitedly join in with singing the 'bubble song' and laugh as they reach out to pop the bubbles.
- Overall, the childminder promotes language well. She introduces new words, such as 'squidgy', as children explore the dough. Children enjoy listening to stories and are encouraged to recall past experiences, such as visiting the London Eye. However, at times, the childminder asks lots of questions quickly before children have had time to process and respond to the first question.
- The childminder encourages positive behaviour. For example, she praises children's achievements and for helping with simple tasks such as tidying up

toys. Children understand the routines and know what to expect, which supports their emotional security.

- Children have good opportunities to be physically active. They regularly play outdoors and visit parks and soft-play centres to build their muscle strength. Children enjoy the healthy and nutritious meals and snacks provided. They love tasting blueberries and strawberries, and the childminder offers gentle reminders to drink water to stay hydrated during hot weather.
- The childminder has established close partnerships with parents. Written feedback from parents shows that they appreciate and value the service. They comment that their children are excited to attend, saying that the childminder provides nurturing care. Parents comment that they love receiving photos of daily activities, which helps them to feel connected during the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities to support children's safety and welfare. The childminder knows the possible signs that a child may be at risk and who should be contacted if she has concerns. The childminder uses risk assessment effectively to ensure that children are safe at the setting and on outings. For example, there are secure arrangements in place to check regularly on sleeping children. Children also learn how to manage their own safety, such as learning how to cross the road safely.

What does the setting need to do to improve?

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

- allow more time for children to think and respond during conversations, to further develop their skills in communication.

Setting details

Unique reference number	EY465583
Local authority	Greenwich
Inspection number	10304093
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	6
Number of children on roll	5
Date of previous inspection	14 June 2018

Information about this early years setting

The childminder registered in 2013. She lives in Eltham, within the London Borough of Greenwich. She operates Monday to Thursday, from 7.30am to 5.30pm, all year round.

Information about this inspection

Inspector

Laura Brewer

Inspection activities

- This was the first routine inspection the provider 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 inspector completed a learning walk to discuss how the setting is organised and the curriculum provided.
- The inspector observed the interactions between the childminder and children, both indoors and outdoors.
- The inspector took into account written feedback provided by parents.
- The inspector sampled a range of required documentation, including attendance records and the progress checks for children aged two years.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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