

# Childminder report

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Inspection date: 11 December 2023

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|------------------------------|-------------|
| <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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| 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

The childminder creates an extremely welcoming and inviting environment for children to play and learn. She has a wide range of high-quality and interesting resources that captures children's interests very well. The childminder makes learning fun as she actively engages in children's play. Children show that they feel happy and safe and build trusting relationships. Overall, the childminder skilfully extends children's language skills and supports them to learn new words and knowledge in an effective way. It is evident that the childminder has high expectations for children's learning and behaviour. She frequently gives them clear messages about expected behaviour and gives them praise for their efforts. Children show very positive attitudes towards learning and behave extremely well.

Children have lots of fun exploring play dough and making a variety of Christmas shapes. The childminder successfully supports them to discuss their intentions and helps them to make links to their prior experiences. Children enjoy adding glitter and talking about the 'spiky Christmas tree' and 'round snowman'. This supports their mathematical knowledge as well as their imaginative skills. The childminder fosters children's love of mark making and drawing. For example, children show enthusiasm and joy when they create different shapes and patterns in flour. This helps to support their early literacy skills as well as their mathematical awareness.

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

- The childminder plans a wide range of exciting experiences for children to learn about the wider world. For instance, children frequently visit the local park, a range of different play groups and have good opportunities to socialise with other children. This helps to build their confidence and supports them to develop good social skills.
- The childminder plans lots of activities that help children to learn about adopting healthy lifestyles. For instance, children show good levels of independence as they make their own sandwiches for lunch and discuss foods that are healthy and will help them to grow. In addition, the childminder teaches children about good oral health, and they have fun exploring a model of some teeth.
- The childminder plans a rich and broad curriculum that enthuses children to join in. Children have excellent opportunities to learn through their senses and develop their memory and thinking skills. For instance, children show good concentration and recall skills as they play a memory game. Children enjoy participating in lots of meaningful learning.
- The childminder creates a very nurturing environment. She treats children with respect and develops a strong bond with them. Children laugh and smile as they play and are evidently secure and enjoy attending. They display high levels of curiosity and are motivated to learn. They play very well together and are kind

towards each other.

- The childminder knows children very well and closely monitors their development. She has a good knowledge about how children learn and successfully plans activities to address any possible gaps in their knowledge of skills. Children are thriving, and they make good progress at the childminder's setting.
- The childminder places good emphasis on teaching children about their similarities and differences. For instance, children regularly engage in stories and arts and crafts to deepen their knowledge of different cultures. This helps them to develop positive attitudes towards diversity.
- The childminder establishes good partnerships with parents. Parents express high levels of satisfaction with the care their children receive. They value the wide range of outings and educational activities. They also state that communication is very good and they feel well involved in their children's learning.
- The childminder frequently reflects on the service she provides. She encourages parents and children to share their views and incorporates their suggestions into new trips, activities or meals that she cooks.
- The childminder places a high focus on supporting children's language and communication skills. She creates a rich-language environment with lots of conversation and discussions. For instance, she constantly asks children questions and offers explanations to extend their knowledge. Children who speak English as an additional language make very good progress. However, the childminder does not always fully maximise opportunities to incorporate their home language into their learning experiences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge in relation to protecting children from harm. She can confidently discuss possible signs and symptoms of abuse and understands her responsibility to report any concerns to local safeguarding professionals. The childminder provides a clean and safe environment. She ensures that the toys and resources are well maintained and suitable and makes regular assessments of her home to reduce any potential hazards.

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

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

- build on opportunities for children who speak English as an additional language to hear their home language in the setting to help promote their sense of belonging and language development.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 109814  |
| <b>Local authority</b>                             | Greenwich   |
| <b>Inspection number</b>                           | 10307950  |
| <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 2  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 4   |
| <b>Date of previous inspection</b>                 | 28 March 2018   |

## Information about this early years setting

The childminder registered in 1993 and lives in the London Borough of Greenwich. She operates all year round, from 8.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childminding qualification at level 3.

## Information about this inspection

### Inspector

Amy Mckenzie

### 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 this into account in their evaluation of her setting.
- The inspector engaged in a number of discussions with the childminder to discuss her curriculum intent and the learning experiences for the children.
- The inspector carried out a number of observations and assessed the quality of education.
- The inspector considered parents verbal and written views during the inspection.
- A range of documentation was viewed. For instance, the childminder's suitability certificate and qualification 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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