

# Childminder report

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Inspection date: 22 January 2024

<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 are settled and have secure relationships with the childminder. Children leave their chosen toy for a reassuring cuddle with the childminder before carrying on with their play. Relationships between the children are strong, and they share and take turns. Children who are less patient are gently reminded to wait their turn by the childminder.

The curriculum is ambitious for all children, and self-care routines are a part of daily life. Children know what is happening next and get themselves ready for snack time and lunchtime. They eagerly hand out water bottles to their friends and stand in front of their high chair, waiting to be helped into it. Children thrive in the care of the childminder. The setting is like a treasure trove, with interesting real-life resources for the children to explore. There is a carefully laid out playroom where children can investigate, explore and learn. Children cook in a pretend kitchen, look through magnifying glasses and talk about what they can see using descriptive language. The childminder engages in quality interactions with the children.

The curriculum is built on the foundations of developing skills. Children carefully use tweezers to pick up shells. They press buttons and handle interesting objects from the small-world toy shelf.

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

- The childminder gathers information from parents on the children's starting points and uses this to plan her curriculum for the children. She could do more to get information from parents about languages spoken at home. This will ensure that there is a better understanding of children's language development.
- Giving children a language-rich environment is a priority for the childminder. Children carefully handle books correctly and turn pages. They engage independently with interactive books and seek out others to share the experience with.
- Children's social skills are developed well through having strong boundaries and routines in place. Children know the routines well and participate in tidy-up time.
- Parents show appreciation for the feedback and support they have received from the childminder. Parents say that their children are happy and love coming to the childminder's house, often not wanting to go home. Parents feel supported with the development of their children as they receive regular feedback. They say that their children have made great progress, particularly with physical skills and language development.
- Children's personal and emotional development is well planned for. Children are happy and show kindness and care towards the childminder and their friends. The childminder supports disagreements sensitively and age-appropriately.

Children reflect on using 'kind hands' and share with support. They wait their turn and show good manners towards others.

- The childminder is in tune with the health and safety of the age group at all times. She constantly observes children's play and acts very quickly to keep children safe. For example, children who are putting things into their mouth are quickly aided and provided with an explanation about why that is not safe. The childminder ensures that the environment is child friendly, and keeping children safe is her priority.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. They use their whole bodies with action songs and know the words to the songs well as music and movement are embedded in their routine. They march to the music and learn language such as 'up', 'down', 'left' and 'right' while moving ribbons to demonstrate the meaning of the words.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- have a better understanding of the languages children speak at home and work with parents to determine where children are in their home language development.

## Setting details

<b>Unique reference number</b>	EY257222
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10305385
<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>	20 February 2018

## Information about this early years setting

The childminder registered in 2003. She lives in Lee, in the London Borough of Greenwich. She operates Monday to Wednesday, from 7.30am until 6pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 2. The childminder is able to provide funded places for children who are two and three years old.

## Information about this inspection

**Inspector**  
Leanne Bnidar

## 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children told the inspector about their friends and what they like to do when they are at 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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