

# Childminder report

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Inspection date: 9 December 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder's home is warm and welcoming with a good range of activities for children. The planned curriculum is inspirational and tailored to individuals. The childminder and her assistants know children well and check their development to address any learning needs. This means that all children, including babies, are making very good progress. There is a particular focus on developing children's communication, concentration and behaviour. This works especially well during planned, adult-led activities, where children show very good attention skills for their age. Children show a sense of delight during group times and demonstrate positive relationships with others and good levels of emotional well-being. They quickly learn the rules of specific games, where they admire pretty objects, colours and numbers. They know when the game ends and story time begins, mimicking the sign for 'finished' before the next item. They are thoroughly entertained and enjoy learning. Children also enjoy the freedom to explore resources in the different rooms of the childminder's house and have fun when they choose to jump in puddles in the garden. Some children attending have experiences of other languages from home, and the childminder supports their progress by using visual clues. She uses pictures and signs to aid their communication and early reading skills. The childminder expects every child to progress well and shares their achievements with parents. Outings to local parks, farms and museums enhance the curriculum and broaden children's experiences of the world around them.

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

- Children are confident and comfortable in the childminder's home. They are encouraged to explore and try out new things, including lots of opportunities for messy play. For example, they show interest and delight as they mix oats with water to make textured pictures. They enjoy exploring with their senses and use new words to describe what they touch and feel.
- Children play together in harmony and show kindness and consideration for others. Older children offer to help babies during daily routines. All children behave well in the setting.
- There are occasions, when changing from one activity to another, when adults do not always supervise younger children closely enough to assure children's well-being.
- Children enjoy nutritious meals cooked in the home. They have access to water and fresh fruit snacks. They enjoy outdoor activities, such as kicking balls and pushing wheeled toys, when playing in the garden of the childminder's home. This helps them to be active and healthy.
- The childminder has a good understanding of children's development. She successfully extends her professional knowledge through training. She supports and encourages her assistants to develop their teaching skills and continually

improve children's care and learning.

- Partnerships with parents are good. The childminder offers flexible hours to suit the needs of families and collects children from the local school.
- The childminder has worked with professionals from the local authority and ensured that all actions from the last inspection have been met.
- The childminder undertakes regular checks on the premises and resources to help children remain safe.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and one of her assistants have attended safeguarding training with the local authority since the last inspection. The childminder undertakes vetting checks on all assistants to ensure they are suitable to work with children. She ensures assistants do not provide personal care when checks are in progress. Adults have a good understanding of safeguarding practice, policies and procedures relating to current legislation. Policies for child protection and safeguarding are regularly reviewed by the childminder and her assistants. This means adults know what to do if they suspect a child is a risk from harm or abuse.

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

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

- improve the organisation of the daily routines so that younger children are closely supervised when changing from one activity to another.

## Setting details

<b>Unique reference number</b>	EY466113
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10106801
<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</b>	1 to 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	30 April 2019

## Information about this early years setting

The childminder registered in 2013. She lives in Kidbrooke, in the Royal Borough of Greenwich. She works Monday to Friday from 7.30am until 6pm, all year round. The childminder is in receipt of early years education funding. She works with two assistants.

## Information about this inspection

### Inspector

Debbie Davey

### Inspection activities

- The inspector had a tour of the home on arrival, and the childminder explained what she wants children to learn.
- The whole property was checked for safety and cleanliness.
- The inspector and the childminder observed children at play and discussed how children are learning.
- The childminder provided the inspector with documentation, including evidence of suitability of assistants, policies and child progress records.
- An assistant spoke with the inspector about her approach and enthusiasm for teaching.
- The inspector viewed written feedback from parents to find out their views.

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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