

Childminder report

Inspection date: 25 January 2024

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

The childminder provides a warm, friendly and homely environment, where children thrive and feel safe and secure. She listens carefully to children and responds kindly and sensitively. Children enjoy playing with the childminder. For example, she sits with the children and fully engages in their play. Children delight as they explore with the tools provided, such as using tongs to carefully pick up the ice. They spend a significant amount of time focusing and engaging as they play. Children are settled, confident and happy in the childminder's care.

The childminder is a good role model. She demonstrates polite manners, such as saying please and thank you. Children behave very well and, with the childminder's encouragement and support, have a go and keep trying until they succeed. The childminder knows when to intervene with guidance and offers ongoing praise. For instance, children persist as they sort out the right jug with enough space to fit each animal in. When they struggle, the childminder encourages them to try another jug, so that they can succeed in the task. These activities help children to practise their concentration and fine motor skills, in readiness for nursery and school. The childminder thoughtfully identifies children's interests and carefully plans what they need to learn next, so that they make good progress across all areas of learning.

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

- The childminder knows children in her care very well. She provides a wide range of interesting and fun activities that encourage children to participate in play and practise their skills in preparation for future learning.
- The childminder encourages children to learn about space and volume. For example, children explore with different-sized containers to identify which is big enough to fit each animal in. They tell the childminder when they have filled the jugs with water, saying 'it is bigger now'. The childminder celebrates children's successes, and they glow with pride at their achievements.
- The childminder works in strong partnership with parents. She keeps them informed about their children's progress through daily discussions. Children with special educational needs and/or disabilities are well supported. The childminder supports parents in ensuring their children receive appropriate support from other professionals at the right time. She builds good relationships with professionals involved in children's care and learning, including nurseries and schools.
- Children frequently benefit from fresh air and exercise. They go for walks, visit parks and other areas of interest in the community. They also have opportunities to play in the garden and have space indoors to jump and practise rolling. They learn about the world around them as they participate in projects about winter

and the weather. They learn about the clothing they need to keep them warm when it is cold.

- The childminder supports children to develop their social skills. She takes children to local playgroups, where they meet children of different ages and new adults. Children can play alongside others. They learn to take turns and share through age-appropriate games. Children behave well.
- Children have many opportunities to interact with books and to listen to stories. The childminder provides a wide selection of books that children like and ensures they are easily accessible to all. These experiences help children to develop their early literacy skills.
- The childminder reflects and evaluates her practice and provision for children well. For example, she attends training and does her own reading and research. The childminder takes account of the views of parents and children to help inform her professional development and enhance children's outcomes.
- The childminder is very experienced and prioritises children's communication and language skills. She provides an ongoing commentary as children play and introduces new words, such as 'walrus' and 'igloo', as she names items children play with and explains what they are. This helps to extend children's vocabulary. However, on occasions, the childminder asks questions that only require one word responses or the nod of a head. This does not effectively encourage children to think and express their thoughts to enhance their speaking.

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:

- develop questioning techniques further to encourage children to think and express their thoughts and extend their speaking skills.

Setting details

Unique reference number	115830
Local authority	Bexley
Inspection number	10316911
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	3 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 May 2018

Information about this early years setting

The childminder registered in 1998. She lives in Sidcup, in the London Borough of Bexley. The childminder provides care four days a week, on Monday, Tuesday, Thursday and Friday, from 8am to 6pm, all year round, with the exception of bank holidays.

Information about this inspection

Inspector

Marvet Gayle

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 and the inspector discussed how the childminder organises her provision, including the aims and rationale for their early years curriculum.
- The inspector spoke to the children.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- 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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