Childminder report

Inspection date:	2 February 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed by the childminder and her assistants on arrival. Extra support is given to children who find separating from their parents more difficult. The childminder has high expectations of the children. She is attentive to children's needs, which supports their emotional well-being. Children know the routine well. They demonstrate their independence by taking off their shoes and coats and finding their name pegs. This gives them a sense of belonging and helps them to take responsibility from an early age.

Children have a good understanding of the childminder's rules. Adults use picture clues and give gentle reminders when needed. Children behave well and respond to adults. They receive praise and encouragement and enjoy helping with tasks. Older children serve their younger peers their lunch. Children show interest and excitement at the broad range of activities on offer. For example, children increase their understanding of people who help us as they learn about the role of the fire service. Children extend their imagination. For instance, they use different-coloured cooked spaghetti to represent fire and water. Babies enjoy developing their sensory experiences as they feel various textures. Older children use tools to increase their fine motor skills.

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

- The childminder is passionate about the service she provides. She has worked hard to address her previous actions and made improvements to provide high-quality care and education. The childminder has employed new assistants and has followed requirements to ensure they are suitable to work with children. She evaluates her practice and seeks views from parents. The childminder attends training and uses this knowledge to improve the quality of teaching for her and her assistants.
- The childminder and assistants get to know the children well from the start. They gather information from parents and find out about children's interests and their current skills. Observations and assessments are used to track children's progress and identify their next steps in learning. This ensures that any gaps are addressed quickly and helps children to make good progress from their starting points.
- Children benefit from the positive interaction given by the childminder and assistants during activities. They give clear explanations, introduce new vocabulary and ask children questions, which helps their communication and language skills. Children enjoy singing and sharing stories. They make predictions and repeat parts of the text. Adults babble with babies and use facial expressions to encourage a response.
- The childminder and her assistants promote healthy lifestyles. They provide the

children with nutritious snacks and meals and offer water to drink. Children use the garden and local parks to develop their physical skills. The climb the steps of the slide and skilfully steer scooters. Children develop good hygiene routines and learn about the importance of cleaning their teeth.

- The childminder creates an inclusive environment where they promote and respect children's individuality. They encourage children to use their home languages alongside learning English. Children enjoy activities to celebrate different cultural and religious festivals. This helps them to gain an understanding of the wider community and what makes them unique.
- Parents speak highly of the childminder and her assistants. They state that their children are happy to attend and enjoy the activities. Communication is excellent. Parents receive daily updates on their children's routines and learning. Regular assessments are shared alongside children's next steps. Parents receive newsletters to keep them updated about future learning. The childminder has not established partnership working with other childminders and settings that children attend.
- The childminder and her assistants provide children with opportunities to extend their understanding through first-hand experiences. For example, older children help to care for the chickens. They feed them and are excited to find a freshly laid egg. Children count, learn mathematical concepts, mark make with chalk and learn phonic songs. On occasion, activities are not age or stage appropriate to provide babies with the same opportunities to explore and develop their own skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants use risk assessments and daily checks to ensure the environment is hazard free and safe for children to play. Children are supervised and checked on while sleeping. All adults have completed safeguarding training, including wider issues like radicalisation. The childminder and her assistants recognise signs and symptoms that may indicate a child is at risk of harm or abuse. They know the procedures to follow if they have concerns about a child's welfare. The childminder has robust recruitment procedures in place and ensures all her assistants are suitable to work with children.

What does the setting need to do to improve?

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

- build partnerships with other settings and childminders children attend to promote consistency in care and learning
- strengthen the curriculum further so that the youngest children have more opportunities to interact and develop their curiosity.

Setting details

Unique reference number	2526286
Local authority	Bexley
Inspection number	10246956
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 8
Total number of places	12
Number of children on roll	18
Date of previous inspection	16 May 2022

Information about this early years setting

The childminder registered in 2019. She lives in Welling, in the London Borough of Bexley. The childminder operates her service Monday to Friday, from 7.30am to 6pm, all year round. She usually works alongside two assistants. The childminder holds a relevant qualification at level 6. She receives funding to provide early education places for children aged two, three and four years.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder and her assistants about safeguarding. The childminder shared how she evaluates her practice.
- The inspector looked at relevant documentation, including paediatric first-aid certificates, qualifications, insurance, and suitability checks.

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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