

Childminder report

Inspection date: 18 January 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children at this homely and safe setting are happy and settled. They negotiate the setting with confidence, selecting their activities and resources with care. Children are focused and engaged; they show high levels of sustained concentration while playing. Children share their ideas freely and they give meaning to marks they make. Children are curious, they are eager to discover what happens next. When mixing colours children gasp in amazement, as what was previously red and yellow now becomes orange.

The behaviour of children is good. Children are aware of the rules and boundaries. If children try to push boundaries, the childminder is effective in reminding children of expectations. Children respond quickly and positively. Children develop skills of independence. They manage self-care tasks, including wiping their own noses, washing their hands and using the potty or toilet by themselves. Children choose what fruit they would like at snack time, peeling their own bananas. Children confidently use cutlery during meals to feed themselves. They display good table manners, saying 'please', 'thank you' and asking before they get down from the table.

The curriculum of the setting is well designed to follow children's interests and next steps to ensure children are ready for the next stage of their learning.

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

- The childminder knows her children well. She understands the progress they have made from their starting points and ensures that they have appropriate next steps to work towards. The childminder is enthusiastic in her approach. Children eagerly seek the childminder out to share experiences with.
- The childminder helps children to become effective problem solvers and develop resilience for later learning. The childminder encourages children when they find tasks difficult. She provides suggestions and asks what else they might try rather than just providing the answer for them. Children develop a real 'can do' attitude and persevere when things get tricky. They develop confidence in their own abilities, but ask for help when needed.
- The childminder uses topics to reinforce learning goals with children. Inspiration is taken from the local environment, and children benefit from real-life experiences, which compliments learning in the setting. For example, when learning about transport, children visited Biggin Hill to see aeroplanes. They visited the London Transport Museum to see how vehicles have changed. A visit to The Museum of London Dockyards gave the children insight into rivers and boats.
- Overall, the childminder promotes children's language and communication skills effectively. Children develop a wide range of vocabulary and are beginning to

use longer sentences to express their ideas. The childminder asks open-ended questions that allow children to recall and reflect on past experiences. However, when children ask 'why' questions, the childminder sometimes misses opportunities to widen children's understanding. For example, when children ask what a watch is used for, the childminder tries to draw their attention back to the activity at hand rather than answering.

- Children show a love of reading and books. Weekly library visits to take part in 'rhyme time' sessions and select new books give children opportunity to be exposed to different types of reading material. When reading stories, children are beginning to make predictions about what might happen next.
- The childminder promotes healthy lifestyles. All meals are freshly prepared and well balanced. Children enjoy opportunities to be physically active, either within the garden, on long walks or through attending a playgroup or soft-play session.
- Partnership with parents is excellent. Parents speak extremely highly of the childminder. They talk about the part she has played in crucial developmental milestones of their children. Parents understand through regular reports their children's next steps and how they can support them at home.
- The setting celebrates the diversity of all children. Children learn what makes them unique and special. Children are respectful. Children develop a positive sense of self, seeing themselves and their values positively represented within the setting.
- The childminder continues to invest in her own professional development. Regular training supports her to increase her own knowledge of child development and provide children with new opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended regular safeguarding training to ensure that her knowledge remains up to date and relevant. The childminder shows a robust understanding of the different categories of abuse and the signs children may present. There are clear recording and reporting procedures in place. The childminder understands the procedure to follow should an allegation be made against herself or anyone within her household. The childminder ensures that regular risk assessments are carried out within the setting and for any trips taken. Children learn the motto 'safety first', which they repeat regularly to each other and to their parents.

What does the setting need to do to improve?

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

- consider how to answer children's questions with greater depth to develop their knowledge and understanding on different topics.

Setting details

Unique reference number	2599153
Local authority	Bexley
Inspection number	10263960
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	2 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Sidcup within the London Borough of Bexley. The childminder provides care on weekdays, from 8am to 5.30pm, all year round. The childminder has completed a introduction to childminder course.

Information about this inspection

Inspector

Natalie OLeary

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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