

Childminder report

Inspection date: 19 June 2024

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 are happy in the childminder's care and thoroughly enjoy their time in the homely environment. The childminder, who is attentive and kind, forms secure relationships with the children. She knows the children well and provides them with reassurance and cuddles as needed. This helps children feel safe and secure.

The childminder has high expectations of children's behaviour. She is polite and respectful, which she encourages the children to replicate in their own interactions with each other. For example, they are learning to take turns and share resources as the childminder demonstrates these behaviours. Children build good relationships with their friends. The childminder praises them for their achievements, for example when they build a train track together. Children are supported well to develop positive attitudes to learning.

Children have fun playing together in the garden. The childminder extends children's learning through their chosen activities. For instance, she shows the children how to use the pipettes to draw up the water. Furthermore, the childminder provides them with many experiences outside of the setting. For example, she takes the children to a playgroup, the park, the library, and a local farm. This supports children's learning and development and expands their knowledge of the wider world around them.

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

- The childminder designs a curriculum that aims to develop children's communication and language, personal skills and independence. She provides activities to build on children's interests and extend their learning. The childminder uses her observations and assessments as well as gathering information from parents to track children's progress and identify next steps.
- The childminder generally promotes communication and language well. At times, there is lots of conversation and she repeats what children say to enable them to hear words said correctly. Children engage in recalling stories to help them to use their voices. However, at times, the childminder asks children questions but does not give them enough time to think and respond before she answers for them and asks another question. This does not support children to practise their emerging speaking skills.
- The childminder gives children choices throughout the day. She asks them what they would like to play with and where they would like to play. During story time, children choose what books they read. The childminder supports children to make choices and express their preferences. As a result, they develop a sense of self-confidence.
- Children understand the importance of respect and kindness, with the

childminder acting as a good role model. They learn about turn-taking while socialising at playgroup and during group play with her. Children participate in festivals and traditions celebrated by their friends at home. This helps to promote an appreciation of people's similarities and differences, with everyone's unique backgrounds embraced and celebrated.

- Children have regular opportunities to develop their physical skills. They have plenty of space to move around indoors and lots of fresh air as they play outdoors, running around and using wheeled toys. Children develop their large muscles and their smaller muscles to prepare for future learning. For instance, children practise rolling ball shapes using play dough and cutting their own fruit to develop their fine motor skills. This supports children's early writing skills.
- Parents are very happy with the service provided by the childminder. They say their children are happy attending and are making progress in their learning. Parents say the childminder is very approachable and supportive and that she provides regular information about their children's care and learning.
- The childminder takes a proactive approach to developing her skills. She continually reflects on what she can do to develop her practice. She undertakes training that is targeted at improving her knowledge and considers how she can use this to benefit the children in her care.

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:

- provide ample time for children to think about questions asked of them before they respond while practising their speaking skills.

Setting details

Unique reference number	2652152
Local authority	Bexley
Inspection number	10350658
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Belvedere, in the London Borough of Bexley. She is available for childminding Monday to Thursday, 7.30am to 5.30pm, throughout most of the year. She holds a relevant childcare qualification. The childminder offers funding for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

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 their early years provision and their aims for children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Discussions were held with the childminder at appropriate times during the inspection.

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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