

Childminder report

Inspection date: 17 January 2025

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 and safe home-from-home environment for children. All children, even those that have just recently started, have strong attachments with the childminder. They regularly seek her out for comfort and reassurance as they gain their confidence within the setting and begin to explore.

The childminder has created an ambitious and varied curriculum for children. Children are excited to take part in the learning experiences provided. They show real interest and focus as the childminder explains what they will be doing. Children have the freedom to add resources from other areas of the childminder's setting to enhance their play.

The behaviour of children is good. The childminder encourages children to use good manners, saying, 'please' and 'thank you'. Older children learn to show care and concern for younger children, bringing them a toy from the box to help them settle when upset.

The childminder encourages children to be independent. Children recognise that they need to wash their hands after an art activity, as they are sticky from glue, and do so independently. They sing, 'This is the way we wash our hands' as they wash the bubbles away. Children make choices. For example, they select what colour bowl they would like at snack time and use a spoon to dish themselves up a selection of berries.

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

- Children develop a love of reading and books. They bring the childminder books to share together. As the childminder reads 'There's a Monster in your Book', children follow the instructions given. They shake the book, and try to blow the monster away, before wiggling the book to make the monster dizzy. As the story finishes children ask to read it again as they enjoyed it so much.
- The childminder offers children a range of opportunities that allows them to learn in a variety of ways. Children mark make, identifying colours and letters. They use dough to identify shapes and play imaginatively with small world toys. However, sometimes children find things tricky and exclaim 'I can't do it'. The childminder, despite reassuring them they can, is quick to step in and do it for them. This does not support children to persevere and try again, learning through trial and error.
- Children talk with excitement about the things they enjoy doing at the childminders. They like going into the garden to ride on the bikes. Children fondly recall trips they have been on with the childminder. They describe how they rode the little train at Swanley park and went to the soft play centre.

- The childminder uses her local environment to ensure children have a varied range of experiences that support their learning. This includes visiting playgroups so children can socialise in larger groups and trips to the local library for story time. They enjoy walks to local parks and the woods, where children can have greater space to explore nature and be physically active.
- The childminder does not consistently support children to understand the different emotions they are feeling, such as, when children have been hurt, or they are upset because they want to do something else. They struggle to communicate what it is they need and instead start to cry or using loud noises to gain the childminder's attention. The childminder is quick to offer children comfort, stroking their back as she tells them to calm down. However, she does not use these opportunities to talk to them about why they are upset, and how they feel, using age-appropriate resources.
- Partnership with parents is good. Parents describe the childminder as patient, caring and nurturing. They feel they are kept up to date with how their children are progressing through regular discussions and photographs that are shared. Parents value the experience that the childminder has and describe the advice she provides when needed as, 'invaluable'.
- The childminder is reflective in her practice. She engages with training opportunities to continue to enhance the service she provides and looks at how she can adapt her curriculum further to meet the needs of all children. The childminder meets with other childminders to network and share ideas. She regularly asks for feedback from parents.

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 children with encouragement to keep trying when they find tasks difficult to build their resilience and confidence
- develop children's understanding of emotions and feelings so they can communicate effectively about how they are feeling and why.

Setting details

Unique reference number	510802
Local authority	Bexley
Inspection number	10367266
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 February 2019

Information about this early years setting

The childminder registered in 1992 and lives in Welling, in the London Borough of Bexley. She operates Monday to Friday, from 8am until 6pm, all year round. The childminder has completed training relevant to her role. The childminder accepts early education funding for eligible children.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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