

Childminder report

Inspection date: 23 January 2020

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

Children benefit from the close attention and affection shown to them by the childminder. They respond well to the encouragement and support that she offers them during activities. Children have good opportunities to use their imaginations, such as when they use props and tell stories about the scenes they create. Children develop good mathematical awareness. They demonstrate this as they add, take away and sort items independently. Children's experiences and interests are used to help engage them well in activities. They demonstrate focus and concentration, and receive support to carry out their ideas. Children are well prepared for their moves on to school. Continuity of their learning is supported effectively by the links that the childminder makes with school staff. For example, children focus on the same topics, such as number of the week, at the childminder's home as they do at school. Children learn more about countries that they visit or have links to. They speak with the childminder about important family members and events. This helps them to value their backgrounds and develop a strong sense of belonging. Children have fewer opportunities to learn about other traditions, cultures and communities.

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

- The childminder supports children to develop their independence and self-care skills. Children show this as they remove their shoes, as they enter the childminder's home. They undo zips to their coats and wash their hands without the need for adult support. This prepares them well for school routines.
- Children demonstrate their good mathematical skills. The childminder frequently models how to count in sequence and encourages children to solve increasingly complex number problems, such as when they add and take away using their fingers to work out number problems.
- The childminder provides effective support to the assistant that she occasionally works with. She shares important information about children and identifies training for him to complete. This helps him to build relationships with the children in her care and give appropriate assistance when needed.
- The childminder works effectively with parents and school staff. She shares her accurate assessments of children's learning and development with parents and promotes a shared approach with teaching staff. Children's achievements away from the childminder's home are celebrated. The childminder prepares them well as they move on to school.
- Children develop their early literacy skills in enjoyable ways. They paint with their fingers, use spoons to scoop pasta and manipulate dough. This helps to strengthen the muscles they need for later writing and helps them to be creative and express their ideas.
- The childminder provides good support for children to use their imaginations and develop good communication and language. For example, she helps children to

create scenes with different characters during storytelling games. Children go on to speak with the childminder about what they see or think may happen.

- The childminder makes good use of a range of resources in her community to further extend children's learning. For example, children use larger play equipment during outings to the park. They gain confidence and develop their social skills during visits to local playgroups.
- Parents make positive comments about the childminder's service. They appreciate her flexible and caring approach. The childminder seeks feedback from parents to help develop her service. She uses technology appropriately and shares information about their children in accessible ways.
- Children show that they feel secure in the childminder's care. They behave well, make choices about what to do and share their ideas. Their emotional well-being is supported well.
- The childminder receives regular safeguarding updates and information. Arrangements to identify professional development opportunities to further enhance her teaching skills are less well developed.
- Although children are supported to share their experiences and value their backgrounds, the childminder does not plan a broad range of activities to help them learn about other traditions, cultures and communities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder arranges training to update her safeguarding knowledge. She demonstrates a secure understanding of the potential risks posed to children, including the risk of developing extreme views and the unsafe use of technology. The childminder shares her procedures with her assistant and parents. She completes risk assessments for her home and when on outings. The childminder helps children to understand how to respond in an emergency. She maintains accurate records for children's attendance and checks unexplained absences. The childminder is confident to discuss potential concerns with parents and liaise with relevant agencies to help keep children safe from harm.

What does the setting need to do to improve?

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

- consider professional development opportunities to further enhance teaching skills
- broaden opportunities for children to learn about other cultures, communities and traditions.

Setting details

Unique reference number	EY233948
Local authority	Bexley
Inspection number	10073102
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 2002. She lives in Sidcup, in the London Borough of Bexley. She operates her service all year round, from 8am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She occasionally works with an assistant.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The inspector discussed with the childminder how she supports learning and development in the areas of her home that children use.
- The inspector looked at relevant documentation, including children's learning records and evidence of the suitability of persons living in the household.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector discussed teaching and learning with the childminder, following an activity children had taken part in.

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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