

Childminder report

Inspection date: 4 February 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 creates an age-appropriate curriculum that provides children with the knowledge and skills they need for their future education. She organises engaging activities that keep children motivated to learn. For example, during a planned activity, children learn to control a fishing rod and catch a 'fish'. This enables children to practise their hand-eye coordination and fine motor skills. During the activity, children demonstrate enjoyment and pride in their accomplishments by clapping their hands. One child asks the childminder, 'Shall we do it one more time'? Children are happy and show positive attitudes towards their learning. Additionally, the childminder uses rhymes and songs to enhance children's vocabulary. Children learn and practise new words, which supports their language development well.

The childminder is good at supervising children to help keep them safe. She builds strong relationships with them, which support their emotional well-being effectively. Children enjoy spontaneous cuddles and often sit on the childminder's lap for comfort. This helps children to grow in confidence. The childminder sets high expectations for children's learning and behaviour. She is particularly skilled at discussing children's actions and their consequences on others. As a result, children are polite and show respect towards one another.

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

- The childminder evaluates her setting regularly, which leads to positive changes that benefit the children in her care. Since the last inspection, she has established stronger partnerships with parents and other childcare settings where children also attend. This collaborative approach ensures consistency in meeting children's learning and care needs.
- Parents express their great satisfaction with the service provided. They find the childminder's warm nature nurtures their children's personal development. Parents highlight their children's notable progress, particularly in language and social skills. They describe the childminder as an 'excellent communicator'. This strong partnership fosters children's development effectively.
- The childminder is rigorous in identifying and monitoring children's progress. This enables her to recognise and support gaps in children's learning, particularly in areas such as speech development. The childminder and parents agree that this approach prepares children well, especially when they transition to school.
- Children have developed a trusting relationship with the childminder and their peers. They receive gentle reminders to share and take turns. Children demonstrate positive behaviours. This is evident in collaborative play activities, such as when children explore toy dinosaurs. Children enjoy matching and counting, which helps to develop their early mathematical skills.

- The childminder continues to promote her professional development to ensure her knowledge remains current. She engages with a variety of relevant educational material. For example, she has learned to effectively promote equality and diversity and, as a result, she feels more confident in addressing any discrimination within the setting. This has led to an increased respect among children for both the similarities and differences between people.
- Children are curious learners and enjoy playing. Although the childminder has plenty of toys and resources, she does not always ensure the environment is set out well enough. This makes it difficult for children to lead their play and make independent choices.
- Children engage their imaginations through role-play activities. For example, they pretend to be medical staff, using stethoscopes to examine one another. In another scenario, children use toy telephones to hold conversations with the childminder. These learning opportunities help children develop their creativity and imagination.
- The childminder promotes children's health and well-being actively. She organises trips to local parks where children can enjoy the outdoors. Children engage in physical exercise and explore their environment. They socialise with others, which helps to promote their personal development. The childminder teaches children the importance of oral hygiene and good hand-washing routines. This practice helps to instil a sense of responsibility in children and they learn how to maintain a healthy lifestyle.

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:

- review the organisation of toys and resources so children can lead their play and make independent choices.

Setting details

Unique reference number	EY264261
Local authority	Bexley
Inspection number	10367980
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	5 March 2019

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Bexley. She operates from 7.45am to 5.45pm, Monday to Thursday, all year round. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision.
- The inspector observed the quality of education and assessed the impact on children's learning.
- Parents shared their views through written feedback on the setting, which was taken into account.
- The childminder provided the inspector with the required documentation, such as her paediatric first-aid certificate.

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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