

Childminder report

Inspection date: 7 June 2024

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 and her assistant teach the children clear expectations and boundaries. They role model how to be respectful and kind to one another. When children struggle to self-regulate, they patiently remind children to share. The childminder teaches children manners and politeness, and they behave very well. They have a clear understanding of right and wrong. This helps children to feel emotionally secure. Children show that they feel safe and happy in the childminder's home.

The childminder teaches children ambitious new vocabulary. She uses stories and songs to explicitly teach new words that the children need to learn. The children feel excited to share new words that they can use to express their needs and feelings. Children rapidly gain fluency and confidence as they interact with their friends.

The childminder and her assistant plan opportunities for children to explore the world around them. They introduce children to different sensory materials, such as sand and water. Outside, children experiment with their physical strength as they slide down the slide and race each other. Children learn resilience and are keen to try new activities as well as familiar ones. They develop confidence and high levels of self-esteem and are keen to have a go.

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

- The childminder and her assistant get to know individual children well. They use their knowledge of children's unique interests to support their development. Children have experiences across the areas of learning. They tackle increasingly difficult challenges as they build on skills. Children are well prepared for the next stage of their education.
- The childminder plans focused activities to support children's learning. She plans opportunities to teach children key listening and concentration skills. However, on occasion, not all children receive the support they need to join in and focus. For example, younger children are sometimes expected to sit still for too long.
- The childminder assesses what children know and can do. She identifies what skills and knowledge children need to learn next. The childminder and her assistant understand that children develop at different rates. They carefully sequence the curriculum to ensure that children build on what they know. Children reach their developmental milestones.
- The childminder and her assistant support children's communication and language effectively. They understand how to introduce new vocabulary to children. Children hear new language in different contexts. For example, they learn animal names, colours and numbers. Children excitedly label objects and

use increasingly tricky phrases and sentences. The childminder role models to children how to form questions. She gives children time to understand and respond. All children gain language skills rapidly. They make good progress.

- The childminder and her assistant understand that some children have gaps in their learning. They monitor children's next steps to identify those who need additional support. The childminder works with parents to ensure that children get the right support. She works with local partners to help children to receive targeted help where required. Children with special educational needs and/or disabilities are well supported.
- The childminder teaches children to do things for themselves. All children wash their hands and feed themselves. When younger children need help, older ones join in and lend a hand. Children are sensitive to each other's needs. They learn to be kind to one another. Children feel safe and have high levels of emotional well-being.
- The childminder and her assistant give parents regular feedback about what they are working on with children. They support parents to understand how children learn and offer support where required. Parents are well informed and confident to support children to extend their knowledge and skills at home.
- The childminder and her assistant are reflective of their practice. They regularly evaluate their teaching and the impact this has on children's learning. However, on occasion, opportunities for continuous professional development are limited. As a result, teaching skills do not always improve over time to the highest level.

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:

- build on existing good practice to support children to have the most ambitious opportunities to join in and concentrate at the highest level
- develop professional development opportunities further to help the quality of teaching continue to develop over time.

Setting details

Unique reference number	EY282643
Local authority	Bexley
Inspection number	10346988
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 12
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 August 2018

Information about this early years setting

The childminder registered in 2004 and lives in Belvedere, in the London Borough of Bexley. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- 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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