

Childminder report

Inspection date: 1 July 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 provides a very warm and welcoming environment to help enhance children's learning and promote their emotional well-being and safety. The childminder plans a wide range of opportunities to meet all children's learning needs and to help them make good progress. For example, she encourages children to count as they climb stairs and supports them to recognise shapes and colours, such as a 'heart' shape and 'green, like an apple'. The childminder provides frequent and varied opportunities to support early mathematics. Children grow in confidence and show their delight as they eagerly weigh different objects and count pieces of dough. They show a keen interest in early mathematics and are enthusiastic learners.

The childminder makes sure that all children have many opportunities to play and learn outdoors. This helps to promote their good health and physical skills well. The childminder plans many opportunities for children to become engaged and focus on their learning. For example, children concentrate as they firmly hold toy fishing rods. They excitedly recognise numbers as they catch pretend fish to help to develop their coordination and physical skills. Children thoroughly enjoy each other's company as they play and learn together. The childminder is a very good role model. She consistently supports children's positive behaviour. Children demonstrate that they are very happy, and they behave well.

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

- The childminder understands the importance of enhancing her professional development to help to develop her already good teaching skills, and to very successfully improve areas of her provision to increase children's learning to an even higher level.
- The childminder focuses her planning around children's communication and language, and early literacy skills to a good level. She positively engages in meaningful conversations with the children and provides many opportunities for them to express their thoughts and ideas. Children are eager and confident communicators.
- The childminder consistently praises children for their achievements as they keenly demonstrate what they learn. For example, children correctly recognise letter sounds that are at the start of their name. The childminder models the correct sound to help to support children's awareness of letters and the sounds they represent. Children are motivated learners.
- The childminder helps to develop children's early reading skills. For example, children listen keenly to stories read to them by the childminder. Younger children turn pages and make good attempts to recall their favourite parts of the story. The childminder encourages older children to express themselves as they

look at books together, which helps to show children that their thoughts and ideas are valued. For example, older children talk about a story and say, 'It might be scary and dark.'

- The childminder plans a curriculum that, overall, builds on what children know and can do and what they need to learn next. The childminder successfully identifies children's next steps in their learning. However, very occasionally, she does not provide opportunities to help her to fully extend children's learning to an even higher level.
- The childminder supports children to take care of plants that they grow in her garden. This helps children to make sense of the world around them and deepen their knowledge of the life cycle of plants. For example, the childminder explains to children that the sun will help the tomatoes to turn red. Children demonstrate their physical skills and strength as they carry watering cans to water the tomato plants.
- The childminder has arrangements in place to support children who may have gaps in their learning. She understands the importance of working in partnership with parents and other professionals. This helps to ensure that all children are given the best possible start to their early education and that interventions are identified swiftly before they move on to school.
- Parents are keen to share their views with the inspector. They comment highly on the care and education provided by the childminder. They say that children thrive and grow in confidence. Parents confirm that new children settle very quickly, and they welcome regular updates of children's progress. Partnership with parents is effective.

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:

- make the most of the well-planned opportunities to consistently extend all children's learning and meet their individual learning needs, so they make even greater progress.

Setting details

Unique reference number	EY283497
Local authority	Bexley
Inspection number	10351553
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	24 September 2018

Information about this early years setting

The childminder registered in 2004 and lives in Erith, Kent. She operates during term time from 7.30am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

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 setting.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children spoke to the inspector during the inspection, and parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- 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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