

Childminder report

Inspection date: 6 February 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 is sensitive to children's needs and works hard to build warm bonds with children and their parents. She reads babies' cues effectively, which contributes to them feeling happy and settled with the childminder. The childminder knows the children well. She adapts the activities she offers to best meet each child's interest and ability. Older children enjoy art and crafts, board games, word searches and playing with their friends after school. Babies grow in confidence and are curious to explore and investigate their surroundings. They show their fascination when trying to stack the cups and when they make the truck move on its wheels.

The childminder is quick to recognise and respond to children's emotional needs. This helps them to feel safe and secure. The childminder motivates the babies. She gets down to their level and encourages their play and curiosity. The childminder praises children's efforts and achievements. This helps to develop their self-esteem and positive attitudes to learning. Parents comment that the childminder is consistent, kind, fair and extremely helpful. They say their children are excited to attend and are happy and comfortable in her care.

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

- The childminder reflects on her practice. She attends mandatory training and undertakes further training to support her good practice. She talks to other childminders to share valuable ideas. She actively seeks parents' opinions of her service. For example, after a parent suggestion, she now ensures that children have more variety for their lunch.
- The childminder confidently talks about what the children are learning and what they can do. She knows the children well. She regularly observes children's interests and ongoing development. She monitors their progress to identify any gaps in learning. Parents report that their children progress well with the childminder.
- The childminder helps children to learn about the natural world. They plant sunflowers and measure their growth. They grow herbs to use in their meal. They grow mint and comment on the smell. Children practise physical skills when they go on scavenger hunts in the woods and discover conkers, leaves and blackberries.
- The childminder promotes children's growing independence. They carry their own plates when finished to the sink. They learn to put on their coats and shoes and make choices in their play.
- The childminder gives clear messages to children to promote their good health. For example, the children engage in a topic about their teeth. They are offered healthy meals and learn when to wash their hands. The childminder ensures that

she understands children's individual health needs to keep them healthy and safe.

- The childminder supports children to learn about their similarities and differences. She uses an interesting range of books and resources to aid discussions, such as stories about different family units and cultural backgrounds. She incorporates festivals and celebrations into her planning. For example, the planning includes activities to celebrate the Chinese New Year.
- The childminder promotes children's confidence in their communication and language skills. She reads with the children often. She purposefully uses a book scheme that the children will be familiar with when they start school. Babies engage in meaningful and positive back-and-forth interactions with the childminder. The childminder does not always consider the impact of background noise within the environment.
- The childminder supports children to regulate their emotions in appropriate and positive ways. She helps children to talk about their feelings. They use the magnetic faces to explain how they feel. The rules help children to understand the childminder's expectations and how to behave, for example to be kind to each other and to take off their shoes when indoors.
- Parents are very complimentary about the childminder. They report they have a good relationship with the childminder and discuss all aspects of their child's care. They appreciate the regular updates about what their children are doing through photos. The childminder uses a contact book that is shared with parents to promote consistency of care and learning.

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:

- consider the impact of background noise on children's speech and language development.

Setting details

Unique reference number	EY289429
Local authority	Bexley
Inspection number	10305018
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	13
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in 2004 and lives in Welling, in the London Borough of Bexley. She works from Monday to Friday, from 7.30am to 6pm, all year round. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Denys Rasmussen

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 provider and has taken that into account in her evaluation of the provider.
- The inspector took account of parents' views by reading their written comments.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- The childminder provided the inspector with 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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