

Childminder report

Inspection date: 10 January 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

Children enjoy attending the setting and are welcomed into a home-from-home environment. The childminder gets to know children well and builds warm, close relationships with them. This helps children to feel confident and raises their self-esteem. They demonstrate this by moving around her home confidently and asking for help if needed. The childminder has high expectations of children. She offers them lots of praise and encouragement and politely reminds them to say 'please' and 'thank you'. They respond to her positively and behave well.

The childminder knows what she wants the children to learn. She makes daily notes and observations of the children's development and uses this information to build a curriculum that supports children's next steps. This helps children make good progress. They enjoy spending time out in the local community, visiting toddler groups, soft-play centres, libraries and a forest school, where they get to build on their social and communication skills. They develop their physical skills by using lots of different tools to manipulate dough. They play outside in the childminder's garden, where they move around happily on scooters and roll balls down long tubes. They explore the world around them by using magnifying glasses to look at minibeasts and cooking in the mud kitchen. Children are learning to be independent and are supported and encouraged to take care of their own needs. This means they are able to put on their own coats and wash their hands at mealtimes. This helps to prepare them for the next stage in their learning.

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

- The childminder identifies children with special educational needs and/or disabilities. She works with parents and outside agencies to help children get the support they need to close any gaps in their learning. This supports children in reaching their full potential.
- The childminder has high expectations of children's behaviour. She reminds them of rules and procedures that they need to follow in order to keep themselves safe. For example, she tells them not to put small toys into their mouth. However, on some occasions, she forgets to fully explain and help children to understand why this could be harmful to them.
- The childminder keeps her professional knowledge up to date. She attends regular online training and webinars. She also makes strong links with other childminders which enable her to discuss and share good practice in order to raise the attainment of children.
- The childminder works in partnership with parents. She shares a summary of the day with them on a daily basis. She plans children's next steps, which are discussed and agreed in conjunction with parents. The childminder has strong links with the local nursery that children attend. She ensures there is continuity

of care and all necessary information is passed on to parents. Parents say that they like the variety of activities the childminder provides and that the childminder has had a 'huge impact' on children's development.

- Children are provided with lots of resources and they play cooperatively together. However, they sometimes do not get the most out of a learning experience because the childminder does not model and demonstrate how to use the resources appropriately. This means children sometimes move on too quickly without fully exploring what is on offer.
- Children are learning about early mathematical concepts in preparation for school. The childminder uses language associated with size, such as 'small' and 'big'. Children are encouraged to count and there are lots of numbers in the environment.
- The childminder aims to prepare children for the next stage in their learning. She does this by making sure they develop good communication skills by asking them questions and narrating their play. She develops their independence and helps them learn how to use the toilet independently. They develop physical skills in her home, but also attend a gymnastics club where they are able to move around on a larger scale.

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:

- ensure activities are presented and modelled clearly to allow children to get the most out of every learning opportunity
- offer more detailed explanations so that children understand why they must follow rules or procedures.

Setting details

Unique reference number	EY330112
Local authority	Bexley
Inspection number	10308197
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	8
Date of previous inspection	8 March 2018

Information about this early years setting

The childminder registered in 2006 and lives in the Borough of Bexley. She cares for children from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Louisa Parker

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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.
- Children spoke to/communicated with the inspector during the inspection.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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