

Childminder report

Inspection date: 28 November 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 builds positive relationships with all children. They enjoy her company as she joins them in their play, and they begin to develop social skills with each other. Children demonstrate that they feel safe and emotionally secure in the company of the childminder and they are eager to learn. For example, they engage in some experiences available and show delight when they greet the family pets. Younger children begin to join in conversations with the childminder as she interacts positively with them.

The childminder enables young children keenly to do things for themselves. For example, she encourages them to take off their shoes and coats when they first arrive, to develop their self-help skills. She creates an environment that supports all children to select enjoyable opportunities with confidence. For instance, young children enthusiastically find their favourite toys, such as small-world animals and vehicles. They look closely at the toys they select with great interest and excitedly shout out 'roar' and proudly say that it is a tiger. This helps to focus on children's independence and develop their interests.

The childminder is a positive role model. For example, she supports children's good behaviour, and she is caring in her approach. Children begin to develop an understanding of right and wrong as they share and take turns with toys.

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

- The childminder consistently identifies and removes all potential hazards to children in her home. For example, she recognises that her garden is not safe in the winter months. She teaches children how to keep themselves safe, including by talking to them about road safety when they are out and about. The childminder makes sure that all children are always kept safe and secure in her care.
- The childminder understands the importance of working in partnership with other professionals. For example, she finds out important information from teaching staff at the settings and schools children also attend. This helps to promote consistency in children's care, learning and safety.
- The childminder positively engages with parents. For example, she shares with them an assessment of all children's learning and development when they are aged two years. This also helps to identify what children know and can do, and what they need to learn next. Furthermore, the childminder communicates with parents daily, to help to promote a consistent approach.
- The childminder is reflective in her approach. For example, she networks with other childminders to help to keep her early years knowledge and skills up to date.

- Children show excitement to join activities the childminder plans for them, to meet their individual learning needs. They are keen and eager to learn new skills. For example, young children concentrate as they excitedly dip their fingers into finger paint. However, occasionally, the childminder does not consistently use a wide range of teaching skills and interactions that help to engage children, and enhance their learning.
- The childminder's curriculum for early mathematics and communication and language skills helps children to make steady progress. For example, the childminder helps children to name objects, and she introduces new words, such as 'star fish' and 'stingray', to extend children's vocabulary.
- The childminder supports young children to develop early mathematical knowledge. For example, she encourages children to recognise colours and count to five. Children are eager and keen to learn.
- The childminder supports young children to learn how to share and show kindness to each other. However, there are occasions when the childminder does not explain why certain behaviours are unwanted. For example, the childminder tells children, 'no' rather than providing a clear explanation to support their understanding.
- The childminder plans outings for children to places in the community every day. For example, she takes them to local parks and toddler groups for fresh air, exercise and to help develop children's social skills. This also helps to support children's sense of self within their local community, and respect for children, families and community beyond their own.

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:

- develop strategies to help to consistently support children's positive behaviour, and to help them understand what is expected of them
- strengthen interactions and teaching skills with children, to consistently support their engagement and build on their learning.

Setting details

Unique reference number	EY345212
Local authority	Bexley
Inspection number	10367621
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	9
Date of previous inspection	15 February 2019

Information about this early years setting

The childminder registered in 2007. She lives in the Welling area of the London Borough of Bexley. She offers care, Monday to Friday, from 7.30am until 7pm, for most of the year. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Jane Morgan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The views of parents was taken into account by the inspector.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- 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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