

Childminder report

Inspection date: 11 February 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

The young children attending show that they feel secure and settled in this calm, welcoming and homely environment. The childminder ensures that children have plenty of space to freely explore. Children enjoy close contact with her, but also confidently move around and choose their preferred activities. For example, they move from dancing and moving in different ways to music, to pressing, rolling and cutting play dough. The childminder is clear about what she wants children to learn and how she plans for their development. She focuses on their personal, social and emotional development and offers plenty of opportunities for them to practise using their physical skills. The childminder makes good use of local activity groups to ensure that children can socialise and enjoy learning with other children. She takes them to the library and shares books with their parents to support children's early interest in stories. Children respond well to the childminder's warm and loving approach to their care and learning and they are motivated to try new experiences. They show complete trust in her and are confident enough to greet visitors and show them what they like to play with. Overall, the childminder plans and provides a good range of learning opportunities to ensure children quickly become ready for their next stages in learning.

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

- The childminder is reflective and uses professional development well to improve her practice. She has attended a variety of courses since her last inspection, including those that have helped her to create a purposeful curriculum for children. She works well with parents to provide continuity in children's learning and to support them in meeting their children's developmental needs. Parents' written comments show that they appreciate the good level of care and learning the childminder provides for their children and feel that they are happy and settled.
- The childminder uses children's initial starting points and early abilities to continually build on what they know and can do. She charts their progress over time and knows exactly what they need to learn next. She uses her home and different outings throughout the week to ensure that children enjoy experiences across all areas of learning.
- The childminder teaches children well. For example, she encourages their love of music and dancing, and helps them to learn about different animals and modes of transport. Overall, the childminder models language very well and introduces new words, such as 'drip', 'scoop' and 'tip', as children learn to feed themselves with spoons. She reads to children with very good expression to capture their interest. Occasionally, the childminder misses chances to encourage children's early language skills even more at such times, as they learn to say and repeat simple words and phrases.

- The childminder encourages children to develop a good sense of curiosity as they investigate resources. For instance, children enjoy sprinkling flour onto play dough and watch as it changes the texture. They show great delight as they clap their hands together to make the flour puff up into the air. They watch carefully as the particles begin to fall down around them, illuminated in rays of sunlight coming through the window. The childminder does not take all opportunities to extend children's sudden interest in such experiences as much as possible, so that they become even more inquisitive.
- The childminder is warm and loving towards the children and supports their emotional well-being effectively. She offers them a very settled experience in a relaxed and inviting play environment, to help them develop their early confidence and independence. The childminder knows what children need at all times, including when they need to eat or rest. She plans for their learning in simple stages so that children learn to master and remember new skills to prepare them for their future learning. Children are motivated to learn. They happily join in with activities and follow simple instructions well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands how to manage any concerns she has about a child's welfare. She understands the signs and symptoms that may mean a child is at risk of harm and the procedures to follow if she is worried about a child in her care. She shares safeguarding information with parents and keeps her knowledge of current child protection issues up to date. The childminder risk assesses her home and any outings that she plans for children. She supervises children closely, wherever they are, to keep them safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen opportunities for children to say and repeat familiar words and phrases even more as they take part in their favourite stories and experiences
- find even more ways of extending children's emerging interests as they explore, to help them become even more curious about the world around them.

Setting details

Unique reference number	EY380020
Local authority	Bexley
Inspection number	10104439
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	29 April 2016

Information about this early years setting

The childminder registered in 200 and lives in Sidcup, in the London Borough of Bexley. She operates all day, Monday to Thursday, all year round.

Information about this inspection

Inspector

Stephanie Graves

Inspection activities

- The inspector and the childminder viewed and discussed the areas of the premises used for childminding and children's learning.
- The inspector considered written feedback from parents as part of the inspection.
- The childminder and the inspector discussed the effectiveness of an activity together and took part in a leadership discussion.
- The inspector spoke to the children as they engaged in activities and routines.
- The inspector sampled paperwork and records used by the childminder, including those used for the safe management of the provision.

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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