

Childminder report

Inspection date: 30 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

The childminder is calm and attentive to the needs of individual children. She has created a warm and welcoming home-from-home environment where children, even those who have only recently started, feel settled and secure. Children have developed close relationships with the childminder. They seek her out for comfort and to share experiences. The childminder shows genuine interest as children hold up objects for her to look at. The childminder has designed a varied curriculum, and children show high levels of concentration and focus.

Overall, the behaviour of children is good. Where children may struggle to share or take turns, the childminder is quick to remind them of the rules of play. The childminder is developing strategies to help children to understand their emotions and how they can positively express what they are feeling. Children have formed good friendships with each other. They seek out other children, passing them dressing-up clothes so they can join in with imaginative play.

The childminder has high expectations for children. Children are polite and say 'please' and 'thank you' when requesting something. Children can express their needs. For example, they tell the childminder when they have had enough of their lunch and are full.

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

- The childminder knows the children well. She discusses, in detail, the progress that they have made since starting at the setting. The childminder understands what children know and can do, and what it is that they need to learn next. Children are well prepared for the next stage of their learning.
- Overall, the childminder promotes communication and language well. The childminder provides children with opportunities to hear language spoken, read, and sung daily. Children also attend weekly 'rhyme time' and storytelling sessions at the local library. However, there are times when the childminder does not use the correct pronunciation for words or uses baby language. For example, 'num-nums' is used instead of lunch or food, 'bye-byes' is used instead of sleep, and 'drinkies' instead of drink. This does not teach children the correct vocabulary for future learning.
- Children are imaginative. They use their experience of the world around them to influence their play. Outside the setting, a neighbour's wall is being rebuilt. Children are fascinated and inspired as they look out the window. They go to the dressing-up box and pull out a builder's hat and high-visibility jacket to do their own building work. Children use bricks and work together to build a house for the childminder's dog. Children are respectful of the views of others as they play collaboratively.

- Children have a range of experiences that are designed to enable them to work towards their next steps. Activities are individualised so that, although children are completing the same task, their learning outcomes are different. For example, during a play dough activity, some children are using tools to practise their fine motor skills, while others are using number cutters to consolidate number recognition skills.
- The childminder encourages children to be independent. She supports them to complete tasks, such as handwashing with minimal support. However, during learning activities, the childminder can be too quick to intervene and provide support for children. For example, when children say that they cannot roll out their play dough, rather than demonstrating or suggesting that they try a different tactic, the childminder immediately completes the task for them.
- The childminder promotes healthy lifestyles to children. Home-made, healthy, and nutritious meals are prepared daily. Children are encouraged to try a range of fruits and vegetables. Discussions are held around what our bodies need to be healthy and strong. Children go out every day, and enjoy regular trips to the park where they can develop their physical abilities, such as balancing and climbing.
- Partnership with parents is strong. Parents speak extremely highly of the interaction and care their children receive from the childminder. They feel well informed of their children's learning and development, with daily verbal feedback, a written diary, and termly learning summaries available.

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:

- when introducing vocabulary to children, ensure that the full and correct pronunciation of words is used consistently
- further develop children's resilience by allowing children opportunities to problem-solve independently before stepping in to offer help.

Setting details

Unique reference number	EY385546
Local authority	Bexley
Inspection number	10316976
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2008. She lives in Sidcup, Kent. The childminder provides childcare from Monday to Friday, all year round, except for family holidays. She receives funding to provide free early education for children aged two, three and four years. The childminder has undertaken training that is relevant to her role.

Information about this inspection

Inspector

Natalie OLeary

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.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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