

Childminder report

Inspection date: 10 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the welcoming environment. They settle well and feel secure in the childminder's care. Babies receive lots of cuddles and comfort when needed. The childminder has high expectations of all children. She provides a wide range of resources and children learn to choose what they would like to play with. Children explore the environment confidently. For instance, they have trips to the woods and have fun building dens. Older children discuss the ways that trees change in different seasons. Children build on their understanding of the natural world. The childminder is a good role model and supports children to be polite. Children say 'please' and 'thank you' at appropriate times. This helps to develop their social skills. Children are very kind and share toys with their friends. They take turns and show great care towards babies. Children learn how to lead a healthy lifestyle. For instance, babies ask for 'cucumber' at snack time. Babies confidently use gestures and repeat words they hear. Children develop good communication and language skills. Sometimes, the childminder misses opportunities for older children to be more independent. She does not provide as many opportunities for children to explore the similarities and differences between themselves and others.

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

- The childminder provides children with a variety of creative resources to spark their curiosity. Children explore a wide range of mark-making tools. They sustain their interest for long periods of time during activities. For instance, they focus well as they learn to hold scissors and cut around shapes. Children develop good physical skills and hand-to-eye coordination.
- The childminder provides high-quality care for all children. She gathers feedback from parents and children and uses this effectively to evaluate the provision and identify areas for development. For instance, she plans the outdoor learning space to support children who prefer to learn outside.
- The childminder supports children's early literacy skills. Children enthusiastically read books alone and to their friends. Young children listen to familiar stories using technological resources. Older children make their own storybooks. They confidently write their names on their artwork. Children are very proud of their efforts and receive lots of positive praise from the childminder. This builds on their self-esteem. Children are well prepared for the next stages in their learning.
- The childminder encourages children to make healthy choices. She supports babies to try new foods and develop their self-help skills such as learning to feed themselves. However, the childminder does not always maximise opportunities for older children to build on their independence.
- Children make good progress in their learning, including those in receipt of

additional funding. Children with special educational needs and/or disabilities progress well from where they started. However, the childminder does not always identify opportunities for children to explore similarities and differences and to learn about the diverse communities around them.

- The childminder encourages children to develop their mathematical skills. For instance, during a planting activity, children counted the beans and balls of cotton wool as they added them to the pots. Children compare different sizes such as 'big' and 'small'. They talk about the 'shoots' that will come from the seeds. This extends their vocabulary. Children develop a good understanding of the natural world.
- The childminder provides a range of opportunities for children to develop their physical skills. Young children manoeuvre buggies and play with balls. They enjoy trips to the park, where they feed ducks. Older children learn from visits to museums and the farm. Children's behaviour is good. They have a good understanding of how to keep themselves safe at home and outdoors.
- Partnership work is effective. Parents comment positively on the wide range of activities and the good care their children receive. The childminder regularly reviews children's care and learning needs with parents. She discusses children's next steps to support the continuity of children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify signs and symptoms of abuse and has knowledge of wider safeguarding concerns such as the 'Prevent' duty. She is aware of her responsibility to safeguard children. In addition, she knows who to contact should she have any concerns about children's welfare. The childminder keeps her mandatory training up to date and ensures that her paediatric first-aid training is refreshed. The childminder reviews her policies and procedures and shares them with parents effectively. She completes risk assessments for her home, the garden and outings. These checks help to ensure areas are safe and suitable for children to play.

What does the setting need to do to improve?

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

- enhance opportunities for children to explore the similarities and differences between themselves and others, and to build further on their understanding of diversity
- provide consistent opportunities for older children to build on their independence.

Setting details

Unique reference number	EY386645
Local authority	Bexley
Inspection number	10137750
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 January 2016

Information about this early years setting

The childminder registered in 2009. She lives in Sidcup, Kent. She operates her service on weekdays from 7.30am to 5pm. The childminder provides funded early education for children aged two, three and four years. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector observed the quality of interactions between the childminder and the children and assessed the impact of these on children's learning.
- The inspector went on a learning walk with the childminder.
- The inspector looked at relevant documentation, including children's learning records, feedback from parents, and policies and procedures.
- Discussions took place between the childminder and the inspector at appropriate times during the inspection.
- Discussions took place between children and the inspector to gather children's views.

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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