

Childminder report

Inspection date: 17 October 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 provides a friendly and nurturing environment. She engages children through her fun and enthusiastic interactions. Caring relationships are evident. Children learn through a broad curriculum that develops their language skills and a sense of belonging, instilling a positive attitude towards their learning. Children focus on being imaginative as they set up a doll's picnic and eagerly share the pieces of cake. They persevere as they try to divide the cake between the dolls. The childminder joins in, providing a commentary that teaches children the vocabulary that describes their actions. Children smile proudly when they finally have the picnic set as they want it.

Children develop their confidence in social situations. For instance, they explore the environment. Children eagerly and independently read aloud their favourite books. They begin to develop their independence. For instance, children take their shoes off on arrival and eagerly help to tidy away their toys. The childminder engages in children's play at their level. For instance, she models how to use a glue stick, giving children the time to have a go themselves. This helps to further children's development. Children feel safe and secure. They are well mannered, and they behave extremely well.

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

- The childminder provides an interesting curriculum for children. She collects information from parents and works closely with other settings that children attend. The childminder observes children's play and understands what they need to learn next.
- The childminder has specific learning intentions for individual children during activities. For example, children concentrate intently as they work out how much glue is needed to stick the leaves on. However, the childminder's enthusiasm during interactions with children means that she can lose focus on the learning intention of the activity. This means that children do not always achieve their intended outcomes.
- The childminder has interesting conversations with children while she plays alongside them to support their language and communication skills. For example, she names resources as children engage in imaginative play. The childminder models language as children play, describing what is happening, and asks appropriate questions to enhance their thinking skills.
- The childminder promotes children's understanding of early mathematical concepts during their play. She skilfully encourages children to count and compare sizes and shapes as they look at the different leaves they have collected. This supports children's skills in early mathematics.
- The childminder strongly supports children's love of books. She ensures that

children have regular access to a wide range of traditional and popular children's books as they play. This helps to support children's early literacy development.

- Parents are thankful for the daily updates that they receive from the childminder. The childminder shares a wealth of information with parents, such as around the activities on offer, the progress their children make and how they can support their children's learning at home. This demonstrates good partnerships with parents.
- Partnerships with other professionals are well established. For example, the childminder gathers and shares information from other childminding settings that children attend. This promotes continuity in children's learning.
- The childminder regularly completes mandatory training, such as first aid and safeguarding, and reflects on good practice with other colleagues. She uses these as opportunities to get new ideas on how to use resources. The childminder demonstrates a commitment to professional development and knows how to access relevant training. However, she has not yet accessed a wider range of professional development opportunities to enhance her skills and knowledge to extend children's learning experiences even further.
- The childminder makes good use of her local area to provide a variety of outings and experiences, including to local parks, the library and fruit and pumpkin picking. The childminder recognises the importance of children experiencing a range of social interactions. She provides opportunities for children to regularly meet with other childminders and attend playgroups.

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:

- focus more intently on the identified learning intentions for children during activities to fully support their progress
- access a wider range of professional development opportunities to further enhance skills and knowledge to extend children's learning experiences.

Setting details

Unique reference number	EY390367
Local authority	Bexley
Inspection number	10359916
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 December 2018

Information about this early years setting

The childminder registered in 2009 and lives in Welling, in the London Borough of Bexley. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare. She holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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