

Childminder report

Inspection date: 19 March 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder implements robust settling-in processes to ensure that new children to the setting become familiar with the routines and feel secure. She ensures that her assistant understands the different needs of the children and responds to them appropriately. All children, including babies, feel safe, happy, and content in the childminder's care.

The childminder knows the children well and facilitates their learning in an effective way. She plans exciting activities and engages well with the children. Children have become enthusiastic learners and engage in purposeful play for an extended period. For example, children maintain high levels of concentration and engagement while listening to their favourite stories and singing rhymes that they are familiar with. The childminder leads group time activities well. She develops children's confidence to speak by encouraging them to choose an object and talk about it. Children who speak English as an additional language have become confident in expressing themselves in English.

The childminder and her assistant set clear rules and expectations for children's behaviour. They encourage children to share, take turns, and be kind to their friends. Older children show respect to younger children and play nicely together.

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

- The childminder has taken proactive steps to address the actions raised at the previous inspection. She now ensures that any assistant working with children is known to Ofsted and their suitability has been checked. The childminder ensures that the assistant attends safeguarding training to help them to understand their responsibilities in keeping children safe. These changes have helped to improve the quality of the provision and ensure better outcomes for children.
- The childminder is clear about what she wants the children to learn and why this is important. She confidently explains the progress that they have made since joining the setting. The childminder regularly observes and assesses children's progress and identifies any gaps in their learning and development. Overall, children benefit from an inclusive and challenging curriculum that meets their individual learning and development needs. The childminder understands the need to develop her assistant's teaching skills further, to address minor weaknesses in how they interact with children.
- Children benefit from a range of messy play activities to develop their curiosity and fine motor skills. For instance, babies enjoy exploring rice with their hands and feet. Older children develop their manual dexterity skills as they scoop rice to fill different pots and containers. The childminder also encourages babies to move around, hold onto furniture, and practise taking their first steps. These

opportunities help children to improve their physical development. However, the childminder and her assistant do not consistently teach children how to use play equipment safely, in order to further increase their understanding of risks and staying safe.

- The childminder develops children's early literacy and communication skills effectively. She shares many stories with children, and uses props alongside reading for great enjoyment. Children enjoy holding puppets while re-enacting scenes in stories and singing rhymes. The childminder extends these activities by teaching the children to count and understand the value of a number. This effective teaching approach helps children to remain focused and gain skills for future learning.
- The childminder has improved the way that she shares information with parents. She now keeps parents informed about the daily care routines and activities that the children have engaged in. The childminder also shares information about children's progress and any concerns about development with parents to help address and close the learning gaps. This helps to provide continuity and consistency in children's care and learning.
- Children listen to instructions and behave well. The childminder and her assistant build secure attachments with the children and set high expectations for behaviour. They are prompt to address any unwanted behaviour and remind the children about the expected behavioural boundaries. The childminder and her assistant offer lots of praise throughout the day, which helps to boost children's self-esteem and confidence.

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 on developing the assistant's teaching skills further to ensure that there are consistently high-quality interactions to help children to make even better progress across all areas of learning
- enhance children's understanding of risks and staying safe, including how to use play equipment safely.

Setting details

Unique reference number	EY408503
Local authority	Bexley
Inspection number	10317806
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 October 2023

Information about this early years setting

The childminder registered in 2010. She lives in Thamesmead, in the London Borough of Bexley. The childminder works with an assistant and operates her setting from 8am until 6pm, all year round. The childminder holds a qualification at level 5. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Josephine Afful

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder, assistant, and children during appropriate times.
- 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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