

Childminder report

Inspection date: 5 March 2025

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 has high expectations for children's learning. She designs an age-appropriate curriculum based on children's interests. Currently, the childminder is focusing on children's fascination with transport. The childminder engages children in conversations about service vehicles, such as fire engines and ambulances. During these interactions, she playfully makes siren noises, which children enjoy. Children demonstrate their observation skills by excitedly pointing out passing buses through the window, shouting, 'bus'. The childminder further enhances children's learning by discussing the different types and sizes of buses. This helps to raise children's understanding of the world around them.

Parents and carers find that the childminder creates a welcoming and safe environment for children. They are reassured by the happy faces of their children when they leave them at the setting. The childminder works effectively with her assistants to care for children. They interact warmly, offering spontaneous hugs and comforting words, which leads to positive responses from children. This nurturing approach boosts children's sense of security and social confidence. The childminder is skilled at reminding children of her expectations for their behaviour. She explains their actions and the consequences, which helps them to behave well. These positive learning experiences contribute to children's development and well-being.

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

- Parents speak highly of the childminder. They find the childminder is knowledgeable about child development, which helps them to better understand their children's needs. Some parents highlight how they and the childminder work together to build their children's social confidence in preparation for school. Parents report that their children enjoy attending the setting, which they are very happy about.
- The childminder helps children to make good progress from their starting points, particularly in developing their language skills. This is a key strength of her curriculum. For example, the childminder engages children with nursery songs and rhymes effectively. Children enjoy singing along, especially to 'Row, row your boat' and doing the hand actions. When the childminder reads books to children, she introduces them to new words, such as 'curious' and 'journal', and takes the time to explain their meanings. This approach captures children's attention and helps to expand their vocabulary.
- The childminder encourages children's independence skills. For instance, she keeps children's water bottles in a low cupboard, allowing them to easily access their bottles without needing much support. Even the youngest children drink their water independently. This approach helps children to manage simple tasks

on their own, while also promoting their good health.

- The childminder observes and assesses children's learning regularly. She uses the information gathered to plan activities. For instance, she understands that older children are developing their counting skills and expanding their mathematical abilities. However, the childminder is less effective in fostering children's creativity and imagination. For example, during planned activities, there is a lack of a wide range of materials and resources for children to explore and experiment with.
- The childminder evaluates her setting rigorously. Since the last inspection, she has reviewed the layout of the setting to provide children with more space to play. This has increased children's motivation to play.
- Children say 'please' and 'thank you' when asking adults for something. In addition, they respond positively when asked to help tidy up the toys. Children's behaviour is good.
- The childminder follows good hygiene practices. For example, she helps children to clean their noses and dispose of tissues safely. The childminder also teaches children to wash their hands at appropriate times to protect their physical health effectively.
- Children develop a love for books. They know how to turn the pages carefully and return books to the bookshelf. Children show care for their environment.
- The childminder is committed to promoting her and her assistants professional development. Her assistants are satisfied with the support the childminder provides. The childminder has completed a webinar which has enhanced her understanding of how to prepare snacks and meals more safely. This has a positive impact, particularly on the safety of very young children.

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:

- take advantage of opportunities, especially during planned activities, to further encourage children's creativity and imagination.

Setting details

Unique reference number	EY409921
Local authority	Bexley
Inspection number	10368525
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 March 2019

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Bexley. She offers childcare services all year round, from 7.30am to 6.30pm, Monday to Thursday. The childminder holds a childcare qualification and works with assistants.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector talked to the childminder and her assistants about the curriculum and what they want children to learn.
- The inspector observed the interactions between the childminder, her assistants and children and assessed their impact on children's learning.
- Parents spoke with the inspector on the telephone and left written feedback to share their views on the quality of the provision.
- Children interacted with the inspector voluntarily and talked about their play.
- The inspector carried out a joint observation of an activity with the childminder.
- On request, the childminder provided the inspector with a sample of required documentation, such as suitability checks and qualification certificates.

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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