

Childminder report

Inspection date: 21 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 creates a cheerful environment, where all children feel valued and appreciated. The childminder interacts affectionately with children and forms strong and nurturing bonds. Children feel emotionally secure and develop high levels of self-esteem. The childminder creates a relaxed atmosphere. Children learn through fun, engaging and exciting activities. They play happily alongside staff. Children giggle excitedly as they discover new skills. Children listen to the childminder and follow her instructions. They behave well.

The childminder creates opportunities for children to deepen their knowledge and understanding of the world. She sequences her curriculum well. Children tackle increasingly challenging concepts and ideas. They solve problems, think critically and remember what they have learned. Children of all ages make good progress in their learning and are well prepared for the next stage of their education.

The childminder skilfully teaches children complex new language. She considers the ambitious vocabulary that children need to learn to express themselves. The childminder assesses children's understanding of grammatical structures, such as tenses. She teaches children increasingly tricky sentence structures. The childminder gently corrects children when they make mistakes. Children are able to express themselves well.

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

- The childminder builds a curriculum around what children know and can do. She considers the previous experiences of all children when planning activities and experiences. The childminder uses detailed assessments to consider what children need to learn next. Children benefit from a curriculum which is suitably ambitious and well structured.
- The childminder designs a curriculum that is rich in language. She bases much of children's learning on reading. The childminder encourages children to develop a love of books and stories. They engage in daily shared reading. Children have lots of opportunities to pick up a book themselves. They learn to listen to stories and reenact plots in their imaginative play. This supports children's early literacy skills.
- The childminder is a highly skilled teacher. She observes and reacts to children in a way that extends their thinking as they play. However, opportunities for the childminder to share the best teaching practice with her assistants are sometimes limited. This means that children's learning experiences are not always consistent. As a result, children are not always able to reach the best possible outcomes.
- Parent partnerships are strong. The childminder communicates effectively with

parents and carers to share children's achievements. Parents report that the childminder demonstrates patience and kindness when teaching their children. They say she takes the time to explain what children are learning. Parents report that this helps them to support their children's learning at home.

- The childminder supports children to learn about a range of differences between themselves and others. For example, she plans opportunities within her curriculum to teach children about different communities. The childminder extends children's knowledge through books and stories. She promotes opportunities for children to have conversations about other people. Children develop high levels of tolerance and respect for other people.
- The childminder knows that it is important for children to be physically active. She plans opportunities for children to spend time outside in the fresh air. The childminder is knowledgeable about physical development. She teaches a wide range of skills, such as throwing and catching skills, balance and core strength. Children's physical strength is well supported.
- The childminder and her assistants are sensitive to the needs of all children. They work together effectively as a team to support children's personal care. For example, the childminder shares tasks of changing children and washing their hands. The childminder and her assistants make sure that all children are warm and appropriately dressed. This promotes children's physical well-being.
- The childminder is reflective of her practice. She plans continuous professional development opportunities to develop her knowledge. The childminder works together with external partners to understand current early years guidance and best practice. This helps her skills to continue to develop overtime.

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:

- develop further how good practice is shared with all staff to help the quality of education to be consistently high across the setting.

Setting details

Unique reference number	EY450640
Local authority	Bexley
Inspection number	10380914
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 6
Total number of places	9
Number of children on roll	20
Date of previous inspection	28 June 2019

Information about this early years setting

The childminder registered in 2012. She lives in Bexleyheath, Kent, in the London Borough of Bexley. The childminder offers care Monday to Friday, from 7.30am to 6pm, throughout the year. The childminder works with assistants. She provides government funded childcare.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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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