

Childminder report

Inspection date: 17 October 2022

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

Children are very happy in the childminder's warm and welcoming home. They develop strong bonds with the childminder, which supports them to settle well and to explore and play with confidence.

Children learn to do things for themselves. The childminder supports their self-help skills and encourages them to complete small tasks independently. For example, children tidy away what they are playing with once they finish, they confidently meet their own hygiene needs and refill their own drinking bottles when required.

Children benefit from daily exercise and fresh air. They visit local parks and toddler groups and go on woodland walks, where they learn about the weather and changing environments. Children have opportunities to socialise with a larger group of children and develop their social skills. Children acquire a good range of key skills in preparation for the next stage in their development and the move to school.

Children behave extremely well. The childminder has high expectations of the children and acts as a good role model. The children show kindness and consideration for one another. They know how to share and take turns effectively. The childminder praises children in a consistent and meaningful way, that increases their self-esteem and emotional well-being.

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

- The childminder is confident in her knowledge of what she wants children to learn. She knows the children well, how they are progressing and what they need to learn next. The childminder provides a varied curriculum that incorporates the children's interests and needs. However, nursery rhymes play for long periods in the background, and sometimes distracts children from becoming fully focused during their play and learning. This means there are times when children cannot get the most from the interesting learning experiences on offer.
- The childminder provides many opportunities for children to develop their literacy skills. For example, children can access a range of resources to support their fine motor skills. From a young age, the children learn an effective pencil grip to help them with their early writing skills. Children show a keen interest in books. They select familiar stories of interest and listen intently as the childminder reads to them.
- Overall, the childminder supports children's communication skills well. She clearly emphasises keywords within her interactions, introduces new vocabulary and models the correct pronunciation of words. This helps to support children's

understanding and speaking skills. The childminder provides a narrative for the children's exploration and asks appropriately challenging questions. However, sometimes, she does not give children time to think and answer questions, to further their thinking skills and encourage children to practise their developing language.

- Children develop a good understanding of diversity beyond their immediate family. For example, the childminder ensures that the environment includes positive cultural images, books and role-play resources for the children to explore. Children participate in a range of activities, learning about special events, such as Black History Month and Chinese New Year.
- The childminder supports children well to develop a positive view of a healthy and varied diet. The childminder provides nutritious snacks and meals that the children thoroughly enjoy.
- Partnerships with parents are strong. The childminder exchanges frequent information with them about children's progress. Parents comment on their children's growth in confidence and recognise the progress they have made in her care. The childminder proactively works with other professionals, including other settings the children attend. This helps to maintain continuity in the children's learning.
- The childminder is enthusiastic, passionate and committed to ongoing improvements. She regularly reviews her practice and adapts her provision to help make positive changes. She gathers the views of parents and children to help inform areas she can adapt and change. She attends regular training and seeks advice from other professionals, to help keep her knowledge up to date and to further develop her professional practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is up to date. She attends regular training to develop her knowledge further. The childminder considers risks to children in her home and manages these effectively to keep children safe. She regularly updates her safeguarding policy to make sure that she has the correct contact information. This helps her act promptly, should she need to raise concerns regarding children's welfare. The childminder has an appropriate understanding of the possible signs that a child may be at risk of abuse.

What does the setting need to do to improve?

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

- strengthen the organisation of planned activities to consistently maintain children's concentration and fully support their learning
- give children more opportunities to respond to questions asked, to help support

their critical thinking skills even further.

Setting details

Unique reference number	EY452230
Local authority	Bexley
Inspection number	10235942
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	3 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	31 October 2016

Information about this early years setting

The childminder registered in 2012. She lives in Welling, Kent. The childminder offers care for children on Monday to Thursday from 7.30am until 6pm, term time only.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and assessed with the childminder the impact that this has on children's learning and personal development.
- The inspector sampled a range of documentation, including the paediatric first-aid certificate and public liability insurance.
- The views of parents were gathered through written feedback.

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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