

Childminder report

Inspection date: 24 December 2019

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 children with a warm and welcoming home. She is calm in her approach and is a good role model. Children listen and respond well to the childminder. Their behaviour is good. Children settle quickly, including babies, who form strong bonds with the childminder. The childminder responds well to children's needs, such as when they cuddle up to go to sleep. Children demonstrate that they feel safe and are emotionally secure in the setting. Children access a wide range of interesting and well-planned activities that encourage them to be inquisitive. For instance, during water play, babies explore floor trays with different objects. Children use their senses and develop their motor skills. Children enjoy opportunities to develop their social and physical skills during visits to toddler groups and during outdoor play.

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

- The childminder shares updates with parents daily, including photographs and observations of children's activities. She uses a daily diary to give parents information about children's progress. She discusses activities with parents that they can do at home to support children's next steps. This provides good continuity of care and learning.
- The childminder is motivated to raise the quality of her setting. She gathers feedback from parents and children to help her to improve. Although she attends meetings with other professionals, she has not made the most of training opportunities to enhance the quality of her teaching.
- The childminder supports children to develop their communication and language skills. Children are encouraged to be independent as they freely choose from a wide range of resources. Children can also use pictures to identify their needs and wants. This builds up children's self-esteem and confidence.
- The childminder encourages children to develop healthy lifestyles by providing healthy, home-cooked food and snacks. Children have opportunities to be physically active in the garden. However, there are insufficient opportunities for children to engage in activities, which would enable them to explore the natural environment.
- The childminder has high expectations of all children. She encourages them to follow the rules displayed. This helps to send clear and consistent messages about behaviour.
- The childminder has good knowledge of the early years foundation stage, and plans activities across all areas of learning. For instance, babies develop their motor skills as they access a range of musical toys. Older children have opportunities to develop their imaginative skills, using construction bricks. Children make good progress and are ready for the next stage of their learning.
- The childminder helps children to develop their independence and build on their

skills for life at school. For example, older children have the opportunity to identify their name on the board when they arrive. The childminder has developed good partnerships with local schools where children attend. She regularly shares information and gives feedback to parents and teachers.

- Children are encouraged to learn how many children are in the childminder's care by identifying the number on the board. The childminder teaches children the procedures to follow in the event of an emergency. Children develop their mathematical skills. In addition, they learn how to keep themselves safe.
- The childminder provides children with different music. Children access drums from different cultures and other instruments. Additionally, children access a range of diverse books, while babies enjoy cuddles as they listen to songs and rhymes. Children develop their early communication and language skills and their understanding of the wider world.
- Parents comment on how much they appreciate the information the childminder gathers and shares with them to support children's specific care needs and daily routines.
- The childminder uses her observations of what children can do when they start at the setting, and identifies their next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has appropriate policies and procedures in place. She routinely implements good hygiene procedures. For example, she washes babies' dummies each time they fall on the floor. This helps to keep children safe. The childminder understands the signs and symptoms of abuse, and knows who to contact, should she have a child protection concern. She keeps her safeguarding knowledge up to date and is clear about wider issues, such as the risks of children being drawn into extreme behaviours. The childminder supervises children well, and ensures she completes risk assessments to help minimise any dangers to children.

What does the setting need to do to improve?

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

- plan more activities outside to encourage children to access natural resources, and to support those who learn best outdoors
- extend the use of professional development opportunities to further develop skills and knowledge to an outstanding level.

Setting details

Unique reference number	EY462895
Local authority	Bexley
Inspection number	10075459
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 1986 and lives in Dartford, Kent. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector observed the childminder interacting with children. She assessed the impact of the teaching on children's learning, and she discussed her observations with the childminder.
- The childminder and the inspector spoke together at convenient times during the inspection.
- The inspector took account of the written views of parents.
- The childminder and the inspector held a discussion about the activities planned during the inspection.
- The inspector completed a learning walk to find out more about the curriculum.
- The inspector reviewed a sample of records, including safeguarding policies and procedures.
- The inspector checked evidence of the suitability of those living in the household.

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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