

Childminder report

Inspection date: 8 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and safe environment for children. She has strong bonds with children and is quick to offer comfort and reassurance throughout the day. Her warm and engaging nature supports all children to feel secure and valued. There is frequent giggling as children have fun and engage in play, and carefully planned activities, with the childminder.

The childminder has a good understanding of how young children learn and prioritises development in the prime areas. This includes building children's confidence, independence and language skills. She knows the children in her care very well and can discuss each child's needs, interests and next steps. She uses this knowledge to plan learning for individual children. For example, children who have recently welcomed a new baby into their family are supported to explore this through role play with dolls.

The childminder manages any unwanted behaviour quickly and calmly, actively teaching children to take turns and offering reminders about following the 'house rules'. For example, at mealtimes, children are reminded to remain seated at the table and to use their manners when making requests. The childminder follows consistent routines, which means children understand what is happening next and what is expected of them. This leads to a calm environment in which children can flourish.

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

- The childminder plans activities to meet children's interests and next steps, resulting in high levels of engagement. For example, children are encouraged to use glitter glue to make spring pictures. Even the youngest children show good concentration and focus as they enjoy this creative activity. The childminder offers praise and support as children develop their own ideas and create unique pictures to take home. This encourages children to be creative and to take pride in their work.
- The childminder constantly talks to the children, modelling vocabulary and asking questions to promote conversation. She engages in role play and actively listens to children, following their lead and their interests. She understands the importance of singing nursery rhymes and sharing and discussing familiar stories. Children make rapid progress with their language skills and, over time, develop into confident and articulate communicators. However, children sometimes struggle to focus their attention deeply on the purposeful activities on offer due to distractions in the childminder's learning environment, such as the television.
- The childminder incorporates a range of events and festivals into her planning to

teach children about other cultures and religions. She considers the backgrounds of the children in her care. For example, she has invested in books in Hungarian due to children learning this language at home. This supports children to feel valued and teaches them about the wider world.

- The childminder cooks nutritious meals and provides a range of healthy snacks for children to choose from. She checks if children have brushed their teeth and provides regular access to outside spaces, such as local parks and woods. This encourages children to develop healthy habits from a young age.
- The childminder has strong links with staff at the local school. This enables excellent communication between parents and all professionals that work with the children. This is particularly beneficial for children with special educational needs and/or disabilities, as there is regular communication with the school's special educational needs coordinator. This ensures continuity of care and a cohesive approach to meeting individual needs and targets.
- The childminder is committed to her role and passionate about giving children the best start in life. She seeks out online training to keep her knowledge up to date. She is also part of the local community. She attends 'stay-and-play' groups to enable children to build their social skills in different contexts. She also networks with other childminders to continually improve her practice.
- Parents speak very highly of the care and attention that their children receive. They talk about the significant progress their children have made, particularly with their language development and social skills. Parents comment that the childminder goes 'above and beyond' expectations and that she is 'like family' to them. They add that she provides support and advice that they consider to be invaluable.

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:

- consider ways to minimise distractions to children's play to help children focus their attention deeply on purposeful activities.

Setting details

Unique reference number	EY474597
Local authority	Bexley
Inspection number	10332150
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	2 to 7
Total number of places	4
Number of children on roll	7
Date of previous inspection	29 January 2019

Information about this early years setting

The childminder registered in 2014 and lives in Bexley, Kent. She provides childcare from 7.30am to 6.15pm, Monday to Friday. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Nicola Baker

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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