

Childminder report

Inspection date: 24 September 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 is attentive and gets to know the children well. She meets their individual needs effectively. The childminder develops strong attachments which support children to settle quickly and feel secure. They demonstrate that they are happy and enjoy their time with the childminder. Children are confident and develop positive self-esteem. This enables them to make choices and become independent. For example, they choose stories and peel fruit at snack time. Children learn to manage risks as they explore and handle equipment. They understand the importance of tidying away to make space to play safely. The childminder has high expectations for all children. She carefully plans activities to extend children's learning based on their interests and what they need to learn next. Children are eager to participate and enjoy threading as they count and increase their hand-to-eye coordination. The childminder provides opportunities to develop children's physical and social skills, such as playing in the garden and trips to toddler groups and the park. She uses these experiences to develop their understanding of the local community. The childminder joins in with children's play and extends their ideas. On occasions, their thinking time is limited as they are not always given enough opportunity to respond.

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

- The childminder has high expectations for all children. She demonstrates her good knowledge of the curriculum and how children of different ages learn. Children benefit from the well-organised environment and engage in the exciting and challenging activities. For example, they explore the different textures as they add water to dry pasta and learn to make bubbles.
- The quality of teaching is good. The childminder makes accurate observations and monitors children's progress against the range of development typical for their age. This supports her to identify any gaps in learning and build on what children already know and can do.
- The ambitious childminder encourages children to participate in activities to extend their skills across all areas of learning. For example, children's mathematical knowledge is extended as they find and identify hidden numbers and count animals. The childminder enthusiastically supports children's imagination skills. For example, they pretend to go shopping, make lunch and take on different roles as the doctor and patient.
- Children are supported to develop their early communication and language skills well. For example, the childminder listens to children and models correct language. She introduces new words and supports young children to increase their sentences. Children listen well to stories and enjoy singing. However, the childminder does not always give children enough time to answer questions, to support their thinking and language skills even further.

- Parents are positive about the service the childminder provides. She seeks information from parents and uses observations to help identify children's starting points. The childminder shares information and keeps parents updated on their children's developmental progress. Good communication with the childminder enables parents to further extend their children's learning at home.
- The childminder is a good role model who provides reassurance and praise. Children behave well and develop good social skills. The childminder teaches children to learn respect and understand the feelings of others. They participate in activities for different cultural festivals, which strengthens their understanding of similarities and differences.
- The childminder uses opportunities to promote messages about healthy lifestyles. Children choose fruit for snack times and eat healthy, nutritious meals. They extend their physical skills daily. For example, children learn to jump, balance and move their bodies to music. Young children learn the importance of washing their hands and blowing their noses to help prevent the spread of germs.
- The childminder regularly reflects on her practice and makes improvements that benefit the children. She shares good practice with childminders and uses research. The childminder seeks views from parents and has addressed her previous recommendation to strengthen her service. She has completed the mandatory training; however, she does not make the best use of continued professional development to strength the quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can demonstrate her good knowledge and understanding of child protection issues. She can identify signs of different areas of abuse and is confident to follow procedures if she has any concerns regarding a child's welfare. She maintains her safeguarding knowledge and has completed training on the risk of extremist views. The childminder understands her responsibility to keep children safe. She uses daily checks to ensure her home is safe for children to play and teaches them to manage risk. For example, they learn to cross the road safely and practise fire evacuations, so they know what to do in an emergency.

What does the setting need to do to improve?

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

- continue to explore further opportunities for ongoing professional development in order to raise the quality of teaching and learning to an even higher level
- support children's problem-solving skills by allowing them time to think for themselves and answer questions.

Setting details

Unique reference number	EY354423
Local authority	Bexley
Inspection number	10067841
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 June 2015

Information about this early years setting

The childminder registered in 2007 and lives in Erith, Kent. She operates Monday to Thursday from 7am to 6pm, all year round. The childminder has a level 2 childcare qualification. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The childminder and inspector completed a 'learning walk' around the areas of the home used for childminding and discussed how the curriculum is implemented.
- The childminder planned a joint activity and discussed the quality of teaching with the inspector.
- The inspector viewed samples of the children's learning journals, policies and procedures.
- The inspector checked the childminder's first-aid qualification and the suitability of all adults living in the home.
- The inspector held discussions with the childminder at appropriate times during the inspection and took account of written views from parents.

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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