

# Childminder report

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Inspection date: 31 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are nurtured and thrive in this exceptionally welcoming and well-organised environment. The childminder shows a genuine warmth and affection for the children, which positively supports their emotional well-being. Children behave well and demonstrate that they are extremely happy and relaxed in the childminder's care. They freely access the wide range of resources on offer.

The experienced childminder understands how young children learn and has high expectations of what they can achieve. She uses her knowledge and skills to provide interesting activities that help children to make good progress. However, sometimes group activities could be improved to better meet the individual needs of the children.

The childminder engages well with the children and they are keen to take part in activities she offers them. For example, she provides children with opportunities to explore mark making. This helps to promote children's fine motor skills in preparation for early writing. She regularly provides praise and encouragement, which support children's sense of belonging and build their self-esteem. The childminder sings songs and nursery rhymes spontaneously in play, and children excitedly join in. However, the childminder does not always make the most of opportunities to develop children's understanding of number.

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

- The childminder organises her setting well. The playroom is inviting, with a good selection of activities to promote all areas of the curriculum. Children are highly confident and motivated in their learning. They show great imagination in their play. This is demonstrated as they tend to the needs of their dolls, cuddling them and pretending to put them to bed. This helps support their personal, social and emotional development.
- Children make good progress in relation to their starting points. The childminder completes observations of children's play, which she assesses against expected developmental goals. This helps to ensure there are no gaps emerging and planning focuses on what children need to learn next.
- Children develop their physical skills well. They enjoy mark making and discuss the different colours and patterns they have made. They have access to the childminder's outdoor space and regularly visit the local parks and playgroups.
- The childminder helps children to develop a sense of responsibility. For example, she gives them tasks to complete, such as to tidy away toys. Children listen and follow instructions well.
- The childminder offers a broad range of activities, toys and resources that motivate children to explore and follow their individual interests. On occasion,

the childminder does not always adapt activities to ensure younger children's individual needs are met.

- The childminder promotes positive behaviour well. She provides clear routines and boundaries and is an excellent role model. Children demonstrate good table manners and develop high levels of independence.
- The childminder encourages children to eat nutritious food and follow good personal hygiene routines. Older children independently meet their own self-care needs as they use the bathroom unaided.
- The childminder uses all opportunities to help children to enhance their communication and language skills, especially those who have English as an additional language. She responds well and clearly to children's comments and vocalisations, using effective questioning.
- The childminder evaluates her practice and keeps up to date with relevant changes. She makes good use of professional development and training opportunities to help to improve the quality of her teaching.
- The childminder works closely with the school and nursery that some children also attend. She shares information effectively, which helps to promote good levels of consistency and continuity for all children.
- Children develop an interest in technology and how things work. For instance, they learn how to operate programmable toys to support and extend their understanding of technology.
- Parents are very pleased with the care the childminder provides. They comment that their children are well looked after and make good progress. The childminder shares information with parents about children's learning and progress and how they can support children's learning at home.
- Opportunities for children to extend their understanding of numbers and counting are not consistently used to best effect.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect the children in her care. She has a secure understanding of safeguarding and the signs that may indicate a child is at risk of harm. She knows how to respond promptly to any concerns about children. The childminder has attended regular training on wider safeguarding issues, including how to identify signs of radicalisation.

## What does the setting need to do to improve?

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

- make the most of opportunities to challenge children to use counting in activities, to promote further their understanding of numbers in mathematics
- refine the ways activities are tailored to ensure children of different ages have

appropriate learning experiences to meet their individual needs.

## Setting details

<b>Unique reference number</b>	EY332214
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10128441
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	15 May 2015

## Information about this early years setting

The childminder registered in 2006 and lives in Erith, London Borough of Bexley. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She has a relevant level 3 childcare qualification.

## Information about this inspection

### Inspector

Frances Oliver

### Inspection activities

- The inspector completed a learning walk with the childminder in her home to understand how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at the areas of the childminder's home that are used by children.
- The inspector sampled the childminder's policies, procedures, risk assessments and children's records.
- The inspector discussed the childminder's procedures to safeguard children, including evidence of the suitability of members of the household.
- The inspector took account of the written comments of 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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