

Childminder report

Inspection date: 12 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and secure environment in which children learn and flourish. Children have a room specially organised for their needs. Here, they can draw, colour, be creative and learn about numbers and letters. There are age-appropriate storybooks that children may choose to read at any time. Children can go outside and play with water, sand and small climbing equipment. They enjoy experiencing other places, such as the local park, shops and group outings to the theatre. The childminder has high expectations of children's behaviour, and teaches children to respect each other and listen to what others have to say. Children enjoy learning and are confident to have a go, all the while being praised for their efforts. They are encouraged to be independent in their personal care, with visual reminders to 'wash hands'. The childminder offers healthy snacks of fruit, chopped vegetables and water. Children are given the opportunity to ask questions and engage in conversation. This helps them to have a strong sense of being valued and encourages them to participate in group talk.

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

- The childminder is very knowledgeable about the early years curriculum. She is aware of appropriate 'next steps' in learning. Children learn well and are prepared for the next stage in their education.
- The childminder interacts well with children, regularly using storybooks to capture their imagination. She does not always use book language to support the development of children's vocabulary, missing the opportunity to explore and explain the meanings of some words.
- The childminder regularly observes and assesses children's learning. This helps her to get to know their individual interests and to plan learning that will engage them.
- The childminder works closely with parents. She offers them the opportunity to evaluate the provision and to offer ideas for improvement. Parents comment through written feedback that they are pleased with what the childminder provides for their children.
- The childminder keeps a register of attendance, noting how important regular attendance is for children to make progress in learning, and for keeping them safe.
- The childminder is a positive role model for promoting positive behaviours, and for children to show respect and care for each other. She encourages children to be aware of their feelings, and gives them time to explain why they might feel sad or frustrated. She encourages children to be independent and confident, while knowing what is right and wrong.
- Children are encouraged to be active learners, willing to keep trying so they feel successful and good about themselves. The childminder needs to explore further

how children learn, so they can develop their own ideas and be more creative in their thinking.

- The childminder asks children what resources they would like her to provide in the setting. They discuss if their suggestions are appropriate or not. This gives the children a strong sense of having a voice and being listened to.
- Children attending the provision come from a diverse community. They are taught to respect differences in families and cultures. There are visual reminders in the setting to show respect and to value others. The childminder has made links with other childminders in the area to learn about and embrace the local community. This is beneficial to the children.
- The childminder supports healthy eating and keeping fit through being active. Children respond well to this, and enjoy healthy snack times.
- The childminder has kept her curriculum knowledge and statutory training up to date. She has attended various training sessions to make sure children are kept safe. This proactive approach ensures her vision for the setting is ambitious. The childminder works closely with local authority advisers to evaluate her provision and detail ongoing improvements for the benefit of the children.
- The childminder actively engages with schools where the 'after-school' children attend. Teachers acknowledge the childminder's role in supporting continuity in education and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes up-to-date and enhanced safeguarding training. She knows the signs to look for that might indicate a child is not safe, and who to contact if she has concerns. She is aware of potential risks associated when children use computers and go online. She has applied restricted access to the internet, explaining to the children the need to stay safe. Children know how to keep safe within the provision, and why it is important to tidy away toys, wash hands before eating and not to open the front door. Younger children know they cannot use the outside trampoline until they are six years old.

What does the setting need to do to improve?

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

- use books and story language to extend children's understanding and vocabulary.

Setting details

Unique reference number	EY546858
Local authority	Bexley
Inspection number	10103508
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 9
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Erith, in the London Borough of Bexley. The childminder provides care from Monday to Friday, all year round.

Information about this inspection

Inspector

Heather Rick

Inspection activities

- The inspector observed a range of activities both inside and outdoors.
- The inspector observed interactions between the childminder and children during the inspection.
- The inspector looked through notes and cards written by parents, and took account of their views.
- A range of documentation was reviewed by the inspector, including training certificates, observations of children's learning, attendance registers, self-evaluation of the provision and planning sheets.
- The inspector held discussions with the childminder about her knowledge of the early years curriculum and how to support children's progress effectively.

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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