

# Childminder report

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Inspection date: 30 January 2020

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle in and bond well with the caring childminder. They form close relationships with her and her co-childminders, helping them to feel safe and secure. Children behave well, play harmoniously together and learn to follow rules. For example, they know they must tidy up after play and sit at the table for mealtimes. They enjoy the praise and encouragement that the childminder offers, which helps them to develop confidence and self-esteem. The childminder guides children's behaviour well and helps them to understand what they should or should not do. However, she sometimes misses opportunities to help children to understand their feelings and emotions.

Children show curiosity and become highly involved in their learning. For example, children became deeply engaged as they explored the range of sounds made by various musical instruments. They discovered how to change sounds, such as by making them louder or quieter. Children develop good social skills and their behaviour is good. They learn to talk, listen and communicate effectively with adults and other children. However, the childminder does not consistently introduce them to new vocabulary, or to help them use a broader range of words. Children enjoy being independent and are proud to demonstrate that they can complete tasks, such as taking off their shoes or peeling fruit at snack times.

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

- The childminder has high expectations of children. She recognises their individual interests and provides activities which support their development and motivate them to learn.
- Children show positive and enthusiastic attitudes towards learning. They become fully absorbed in their play, and concentrate well. Children successfully build on the skills and knowledge that have when they join the setting. For example, they develop and strengthen their small-muscle movements in various ways, such as eating with chopsticks and joining construction toys. This helps them to gain the physical skills and concentration needed for writing.
- The childminder interacts well with the children, and plays alongside them. She uses these opportunities effectively to support children's learning. For instance, she encourages children to count and compare the size of objects such as building blocks. The childminder generally supports children's language skills well. However, she sometimes misses opportunities to introduce new words and, thus, broaden children's vocabularies.
- The childminder reads to children in ways that capture their imaginations. For instance, during a story about a dragon, the childminder encouraged the children to move and make sounds like a dragon. This helps the children develop a keen interest in books and stories, which supports their early literacy skills

well.

- The childminder ensures that she attends relevant training to keep children safe. She reviews her professional skills and looks for new ways to enhance children's learning and care. For example, she has introduced activities such as meditation and yoga to the curriculum, which help to support children's emotional well-being. She also exchanges ideas with her co-childminders, to develop her teaching further.
- Parents give positive feedback about the childminder's service. They appreciate the range and quality of the learning experiences that she and her co-childminders provide. They comment that their children are well looked after in a safe and caring environment.
- The childminder promotes children's personal care skills well. For example, she teaches children to put on their coats and to use the toilet independently. The childminder is patient and encouraging, which helps children to develop the confidence to do things by themselves.
- Children develop positive attitudes towards healthy lifestyles. They enjoy tasting different fruits at snack times, and show pride when they are praised for trying something new. Children have lots of opportunities for outdoor play in the garden or on outings to local parks and woods. They run, climb and balance, which helps them to develop their large-muscle strength and coordination.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses training to help her safeguard children. This includes maintaining a paediatric first-aid qualification and continuously updating her knowledge of child protection issues. The childminder demonstrates a good understanding of how to protect the children she cares for. She knows how to recognise possible signs of abuse, and understands the correct procedures to follow should she become concerned about a child's welfare. This includes where children may have been exposed to radical or extreme views. The childminder knows what to do should an allegation be made about her or one of her co-childminders. She assesses potential risks to children indoors and when on outings, and takes effective action to minimise these.

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

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

- improve further the ways to encourage children to learn and use new words
- build on opportunities to teach children the language of feelings, and to help them understand their emotions.

## Setting details

<b>Unique reference number</b>	115525
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10061552
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	10 February 2016

## Information about this early years setting

The childminder registered in 1997. She works from her co-childminder's home in Bexley. The childminder works on Tuesday, Wednesday and Thursday each week, for most of the year.

## Information about this inspection

### Inspector

Sarah Crawford

### Inspection activities

- The inspector observed a range of activities and discussed these with the childminder to evaluate the quality of education for children.
- The inspector reviewed a sample of documents, including the childminder's first-aid certificate, children's records and safeguarding policies.
- The inspector looked around the areas used for childcare to assess their safety and suitability.
- The inspector took into account parents' views from their written comments.
- The inspector observed and spoke to children to find out about their experiences in the provision. She spoke to the childminder about the children's individual needs and the progress they are making.

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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