

Childminder report

Inspection date: 11 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children feel happy and confident in this warm and homely environment. They have strong attachments with the childminder. Parents commented that their children say how much they love the childminder's care. This builds their self-esteem. Additionally, children are safe and secure. They quickly engage in interesting activities which support their learning. Children show this when they select different toys from the playroom to share with their friends. Children eagerly share their thoughts and ideas. They develop good communication and language skills. Young children selected firefighter hats to extend their imaginary play with the pop-up fire engine. They developed their early mathematical skills as they counted to make sure there were enough hats for everyone. Children are caring and positive about sharing with others, and their behaviour is good. Children are eager to play outdoors. The childminder encourages children to be inquisitive. They learn about life cycles when they grow sunflowers, and care for caterpillars as they grow into butterflies. Children learn how to care for the environment during their time at this setting. Children have a good understanding of how to stay healthy. For instance, young children are helped to brush their teeth after breakfast. The childminder reminds them of the importance of following good hygiene routines.

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

- The childminder places a high priority on her ongoing professional development. She regularly attends webinars to develop her skills. In addition, she works closely with other childminders to share good practice and reflect on her provision.
- The childminder encourages children to develop their mathematical skills. Young children showed this when they sorted shapes into matching coloured bowls. They differentiated between red, yellow, green and blue. Older children learn concepts such as same and different. They used tweezers to separate coloured toy bugs. Additionally, they confidently identified insects, such as a ladybird. This builds their language skills.
- The childminder knows the children well. She attends to their care needs effectively, and reminds them about the importance of having healthy snacks and water. She is meticulous in ensuring those who need medication receive it at appropriate times. This contributes to children's health and well-being.
- The childminder provides children with plenty of opportunities to develop their social skills. Children delight in taking trips to toddler groups, the farm, museums and the woods. Children can climb, explore and build resilience. In addition, they develop their large-muscle skills.
- Partnerships with parents are good. The childminder regularly provides updates for parents about their child's learning. Additionally, she shares with them the progress check for their own child aged between two and three years. Children,

including those in receipt of additional funding, make good progress. However, the childminder does not routinely ensure that information is shared regularly with other settings that children attend, to support continuity of care.

- The childminder has high expectations of children and provides challenging activities that motivate them. For instance, young children work things out for themselves when they use technology toys. Older children showed great determination as they balanced small cylinders on a rocking ladybird toy. Children maintained their focus and attention.
- Children behave well. They are polite and regularly say 'please' and 'thank you' at appropriate times. The childminder supports children to recognise and manage their feelings. Children confidently approach her for cuddles when they need comfort. The childminder encourages young children to think about the effect their behaviour has on others as they play. This helps children to feel safe and secure.
- Children enjoy creative activities. The childminder takes every opportunity to teach children about different cultures and events throughout the year. For instance, they delighted in making Valentine's pictures. Young children skilfully used scissors. Older children drew and identified shapes, such as diamond and circle. Children develop good small-muscle skills. However, the childminder does not give them sufficient opportunities to complete personal tasks they can do for themselves, such as blowing their nose and managing their clothes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding children. She understands her responsibilities to protect children from harm. The childminder knows the signs which may cause her concern about the welfare of a child in her care, and ensures that she continues her training. For instance, she completes safeguarding refresher courses on wider safeguarding issues, such as the 'Prevent' duty. In addition, she has a good understanding of the signs to look out for regarding female genital mutilation. The childminder's home is safe and secure. She completes risk assessments inside and outside to keep children safe.

What does the setting need to do to improve?

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

- strengthen information sharing with other early years settings that children attend
- extend children's opportunities to increase their independence skills.

Setting details

Unique reference number	115498
Local authority	Bexley
Inspection number	10137752
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 November 2015

Information about this early years setting

The childminder registered in 1998 and lives in Sidcup, Kent. She operates from 7am to 6pm, Monday to Thursday. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The childminder and inspector carried out a learning walk. The childminder talked about the learning she has planned to support children's progress.
- The inspector took account of parents' views through written feedback and discussion with them during the inspection.
- The inspector observed teaching and learning during a joint observation, and some activities. She discussed the impact of these activities with the childminder.
- The inspector had a number of meetings with the childminder.
- The inspector viewed a sample of documents the childminder uses, including her safeguarding policy and children's medication records.

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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