

# Childminder report

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Inspection date: 18 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

Children thrive in this wonderful setting. They are extremely happy, and feel secure and excited to explore their surroundings. The childminder's enthusiasm and energy help to engage children swiftly in activities. They form strong attachments with her. The childminder knows children extremely well, and skilfully organises her provision, adapting activities to children's levels of understanding and capability. For instance, the childminder helps young children to squish play dough, googly eyes and pipe cleaners together to create their own characters. Older children successfully learn to manipulate more-challenging tools. The childminder provides an extensive array of resources and exciting learning experiences in a warm and homely environment. Parents speak extremely highly of the childminder. They comment on the 'fantastic' outings that provide their children with experiences that help to build their confidence and enhance their social skills. The childminder is a wonderful role model, and children mirror the example she sets for kind and caring behaviour. She gently acknowledges children's own emotions, prompting them to consider how others might feel, and encouraging them to include one another in their play. This contributes to creating a calm and inclusive environment. The childminder is an inspirational early years educator, and her interactions with children are instrumental in the exceptional progress they make.

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

- The childminder has expertly devised a highly ambitious curriculum tailored to individual children's needs. For example, she has incorporated children's love of superheroes, and ensured her topics map against those they are covering at school. She creates a real sense of fun and excitement to enhance children's problem-solving skills. They create their own superhero costumes, and consider how they will reach carrots hidden around the room in these costumes. The childminder ignites children's enthusiasm for books.
- Children learn to assess risk, consider safety and manage their own care needs extremely well. For example, older children use age-appropriate knives to slice vegetables for their snack. The childminder responds to their questions clearly, talking to them about recognising differences in fruits and vegetables. Her highly skilled interactions with children strengthen their communication and language skills, and promote their understanding of how and why to make healthy choices.
- Children are excited and eager to develop their own ideas. This is evident when children use a variety of resources, such as cones, rakes, buckets and stilts, to create an obstacle course and pathway in the outdoor space. The childminder encourages children to consider how to move safely around the course and supports them to develop a 'can-do' attitude. Children develop excellent levels of self-confidence and enhance their balancing and coordination skills successfully.

- The childminder's policies ensure she promotes positive behaviour in all the children. This helps parents and children to understand boundaries and expectations for behaviour, and paves the way for excellent behaviour at home and in the setting. Children behave extremely well.
- The childminder develops excellent working partnerships with other local childminders to share positive practice and provide consistent opportunities for children to develop their social skills. For instance, she facilitated a 'fun day' around the theme of 'acts of kindness' for childminders and the children they care for. Events such as this, together with the routine modelling of kindness by adults, encourage children to develop wonderful attitudes to helping others.
- The childminder routinely reflects on her excellent practice to ensure that she does not become complacent. She searches for ways to deliver the absolute highest quality in all she provides. She works closely with parents to develop best practice. For instance, she regularly reviews her communication systems with parents, and adapts these systems if they are not effective. The childminder places high value on her excellent partnerships with parents.
- A robust professional development plan helps the childminder refresh her knowledge and develop her skills to provide an ever-improving provision. For example, she has incorporated ideas from a puppeteer workshop to create wooden-spoon puppets with children, and she uses them to engage the children in story sessions. This has had a hugely beneficial impact on children's early literacy skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder ensures that regular training and extensive reading and research keep her knowledge of current safeguarding practice, including online safety, up to date. She has a thorough understanding of safeguarding, and places children's well-being central to her practice. She knows how to recognise possible signs of abuse, and is alert to signs that a child may be at risk from exposure to extreme ideas and behaviours. She is clear about the procedures to escalate potential concerns regarding the welfare of a child. The childminder understands the impact of documenting concerns precisely. She ensures robust policies are in place to help keep children safe in her care.

## Setting details

<b>Unique reference number</b>	EY382235
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10137762
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	14 June 2016

## Information about this early years setting

The childminder registered in 2008. She lives in Bexley, Kent. The provision is open all year round, each weekday from 7.30am to 6pm. The childminder has a childcare qualification at level 3.

## Information about this inspection

### Inspector

Leanne Stranger

### Inspection activities

- The childminder and the inspector undertook a learning walk and discussed how the environment is organised to support children's learning.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector observed the quality of interactions between the childminder and children.
- The inspector sampled a range of documentation, including training certificates, policies, safeguarding documents and planning records.
- The inspector held discussions with the childminder and children at appropriate times during the inspection, and took account of parents' views in written format.

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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