

Childminder report

Inspection date: 2 March 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 are happy and motivated to learn. The childminder finds out about children's interests and preferences to provide activities and routines that they enjoy. She has strong, close relationships with children who settle well. Children gain good independence skills. For example, they learn to put on their coats and shoes and feed themselves. Children have a good understanding of their feelings and how to manage them. For instance, the childminder talks to the children about how they are feeling and teaches them how to handle different emotions. Children behave in safe ways. For example, they use the stairs with care and caution and follow a robust road safety routine. Children learn to share and take turns well. They learn to respect themselves and others, including those from diverse backgrounds. For instance, the childminder teaches children about different cultural and religious festivals. The childminder provides regular healthy routines, such as eating nutritious food and physical activities.

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

- The childminder offers children a good range of stimulating activities linked well to their interests. She uses information from regular observations to ensure that children are suitably challenged. Children make good progress.
- The childminder provides effective support to children with special educational needs and/or disabilities. She makes clear plans with specific goals, which are regularly reviewed. The childminder works closely with parents to exchange information to promote best outcomes for children.
- The childminder helps children to gain good early literacy skills. For instance, she sings songs and rhymes to children and they learn new words. The childminder reads a wide variety of stories to children, which supports their understanding of story structure. It also helps to develop their language skills as they make spontaneous comments on the story.
- The childminder helps children to gain secure early mathematical skills. For example, she teaches them to count and children know the names of different shapes. They use simple mathematical language to describe size.
- Children behave well. The childminder shares her expectations with children and explains why certain behaviour is not acceptable. She uses praise well to motivate children to behave in positive ways.
- The childminder works well with parents. She uses effective and flexible ways to keep them informed of their children's progress. For example, parents have access to encrypted electronic learning journals to review their children's development. The childminder talks to parents each day to give feedback on activities and progress.
- The childminder manages her workload successfully. For instance, she meets with other childminders to share ideas and offer support. She is keen to improve

her knowledge and skills. For example, she reads early years publications for ideas about best practice. The childminder keeps a close check on children's progress and provides good support to children needing extra help.

- Children develop a broad variety of good physical skills, such as jumping, running and climbing. They have daily opportunities to practise these skills. The childminder provides nutritious meals and snacks for children. However, she does not increase children's understanding of the value of these healthy routines.
- The childminder has not developed the outdoor provision to provide all-round experiences and activities in order to support those who learn best outdoors, particularly in relation to the natural world and creative development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms to look out for in relation to possible concerns regarding a child's welfare. She knows the procedures to follow to deal with her concerns and keeps her safeguarding knowledge up to date. The childminder carries out daily safety checks in all parts of her home and for toys and resources to help prevent hazards and 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:

- increase children's understanding of the value of their healthy routines, such as eating well and taking part in regular physical activities
- develop the outdoor provision to provide activities to support the all-round learning of those who learn best outdoors, particularly in relation to the natural world and creative development.

Setting details

Unique reference number	EY437943
Local authority	Bexley
Inspection number	10128509
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	23 January 2013

Information about this early years setting

The childminder registered in 2011. She lives in Bexleyheath in the London Borough of Bexley. The childminder provides care for children from Monday to Thursday, 7.30am to 6pm, all year round, except on public bank holidays. The childminder accepts funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- Discussions were held with the childminder and the inspector reviewed some documentation.
- Parents' views were considered during the inspection.
- The inspector carried out an observation of an activity and discussed this and children's progress with the childminder.
- Interaction between the childminder and children was observed and the inspector spoke with children when appropriate.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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