

Childminder report

Inspection date: 15 October 2021

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| 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 homely environment for children, who are happy and build strong attachments with the childminder. They seek the childminder out for reassurance and to share experiences. Children come to sit on the childminder's lap, bringing toys to share. The childminder understands when children need more reassurance, and talks to them gently, giving them confidence to go and explore once more.

The childminder has high expectations of children. For example, children are encouraged to tidy away once they have finished an activity. Children say please and thank you when items are handed to them. The childminder promotes children's independence skills, encouraging them to feed themselves at mealtimes.

The behaviour of children is good. The childminder acts as a positive role model for children, teaching them how to share resources and take turns. When behaviour can be challenging, the childminder works in partnership with parents to ensure consistent boundaries for children.

Children with special educational needs and/or disabilities (SEND) are well supported. The childminder works in partnership with parents and other agencies to ensure children make good progress from their starting points. The childminder understands the importance of ensuring activities are inclusive to children of all abilities.

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

- The childminder knows the children extremely well. Settling-in sessions are flexibly designed to ensure children and parents are secure in the setting, before starting. This enables the childminder to gather key information about children and families. Observations allow the childminder to plan effectively for children's next steps.
- The childminder has clear curriculum plans for children. These are delivered in a variety of ways, and children show real interest in getting involved in the different activities provided. Occasionally, however, the childminder does not challenge children enough. She provides solutions before children have time to find the answer. For example, ensuring shape sorters always have the correct shape hole facing children.
- The childminder is skilled in promoting children's early communication and language development. The childminder uses stories and rhymes to engage children's attention. During activities, the childminder introduces children to new concepts and words. While making dough hedgehogs, as part of an autumn activity, children learn the words, 'hedgehog, spiky and prickly'. Children show

enthusiasm for learning by extending activities, such as by bringing books about hedgehogs to the childminder to read.

- The childminder takes children to external activities that promote a range of learning opportunities. These include local dance classes, where children learn to move in different ways to music, promoting their physical development. 'Rhyme time' at the local library encourages communication and language development. 'Tumblers' provides a space where children can socialise with others, and get involved in the local community. Community activities include collecting food for the elderly, and the childminder encourages families to participate.
- The childminder attends regular training to ensure her continual professional development. Courses are selected based on how she can further support children and families in her care. For example, during the COVID-19 (coronavirus) pandemic, the childminder took online courses relating to mental health and bereavement. This enabled her to be prepared to offer support, if needed, to families when children returned to the setting.
- Communication with parents is effective. Parents report feeling well informed of their children's learning and development. The childminder uses an app where parents are able to log in and see a daily report for their child. Observations and children's progress reports are also captured here for parents. The childminder sends photos to parents via an app of their children engaging in activities in the day. Verbal handovers are carried out at the end of each day.
- The childminder teaches children about the world around them. Children join in learning about festivals which are celebrated by families attending. Parents report receiving cards and pictures to acknowledge special events being celebrated by a family. Children have an opportunity to take part in arts and crafts, food tasting and reading stories. Children talk about their similarities and differences with others, recognising their individuality and building self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad knowledge of safeguarding requirements. She attends regular training to ensure that she is aware of best practice. The childminder clearly explains her understanding of the different types of abuse. She understands the processes to follow, should she have a concern about a child, or if an allegation is made against herself. The childminder is alert to her surrounding environment and the risks that may be posed to children. Children are taught about road safety and not talking to strangers. The childminder works in partnership with parents to ensure children are kept safe online.

What does the setting need to do to improve?

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

- provide children with opportunities to find solutions independently during activities that challenge what they already know and can do.

Setting details

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| Unique reference number | EY557374 |
| Local authority | Bexley |
| Inspection number | 10175111 |
| 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 | 1 to 9 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018, and lives in Bexleyheath, in the London Borough of Bexley. She provides care from Monday to Friday, 7.30 to 6pm, all year round.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out observations of activities and sought the views of parents.
- The inspector observed interactions between the childminder and children.
- The inspector reviewed relevant documentation, including the childminder's paediatric first-aid qualification and evidence of the suitability of the childminder and household members to work with children.
- The childminder and the inspector spoke at appropriate times throughout the inspection.

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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