

Childminder report

Inspection date: 17 February 2022

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 demonstrate that they feel content and safe in the home-from-home environment the childminder offers. Children demonstrate that they feel secure as they move independently around the setting to find what they want to play with. Children find their names to self-register each morning and wash their hands before snack and meals. Children have a very strong bond with the childminder and settle quickly. They receive cuddles and reassurances when required. The childminder constantly praises children when they behave well and encourages them to persevere at activities. Children concentrate well as they use different tools to pick up dry cereal to fill the dumper truck.

Children have positive attitudes towards learning. The childminder is caring and a positive role model. This is reflected in the way that children behave. With her support, children are learning quickly about the importance of being kind, sharing and taking turns. For example, children take turns to press the crocodile's teeth during a game. The childminder has high expectations for all children. As a result of this and the planned and sequenced curriculum, children develop good skills in preparation for the next stage of their learning.

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

- The childminder considers the individual needs of the children as she implements her curriculum. She includes parents in her initial and ongoing observations of children's learning. She finds out from parents about their child's routines and abilities before they start at the setting. She observes children to find out what interests them. This helps her to tailor the settling-in process according to children's needs when they first start. This enables her to plan a curriculum so that children build on their skills in a way that suits them individually.
- The childminder supports children's language skills well. Children become skilful, confident communicators. The childminder provides a running commentary as they play. Children enjoy lots of rhymes and stories to support their language. The childminder uses a range of vocabulary, so children hear new words which helps to extend their vocabulary. For example, the childminder introduces the word 'excavator' as children explore different diggers and trucks. Children who speak English as an additional language learn English well and converse with the childminder. However, the childminder does not continue to support them to hear or see written text of their home language to help them feel that their heritage is valued.
- Children benefit from encouraging interactions with the childminder. She joins their play as they build towers with wooden blocks and explore different textures in the tuff tray. However, sometimes, the childminder does not use opportunities

that arise during play to provide more challenge in their learning.

- The childminder supports children's mathematical development. Children count as they build towers and use mathematical language when describing their pots as 'full' and 'heavy'.
- Children have opportunities to practise their physical skills in the garden and on regular trips to local parks. Children manage their own risks as they navigate the steps into the garden from a young age. Children practise skills to support early writing as they use tweezers and tongs to pick up different-sized cereal to fill their pots.
- The childminder's partnerships with parents are strong. Parents state how pleased they are with the dedicated care their children receive. The childminder keeps parents well informed about their children's progress. She regularly shares information that helps them to understand their children's learning. The childminder provides ideas about how children's learning can be supported at home. This provides continuity of learning.
- The childminder reflects on her practice and wants to improve. For example, over time, her setting has changed and evolved to reflect the children attending. She keeps herself up to date with new legislation. The childminder develops and improves her skills in various ways. For example, she ensures that she completes mandatory training such as first aid and safeguarding as well as updating her skills through additional online services, independent research and sharing information with other childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm. She has a secure knowledge of the signs and symptoms of abuse and knows who she would report to if she had concerns about a child's welfare. The childminder has attended a safeguarding course to update her knowledge. She understands the process to follow should an allegation be made against herself or a member of her family. There is a clear evacuation route in place if children need to exit the home quickly in case of a fire. Risk assessments have been completed to ensure any risks in the home are minimised.

What does the setting need to do to improve?

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

- strengthen opportunities for children who speak English as an additional language to hear and see their home language as they play and in the environment
- focus more precisely on supporting and extending children's learning during play and activities.

Setting details

Unique reference number	115500
Local authority	Bexley
Inspection number	10137759
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	11
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder registered in 1994. She lives in the London Borough of Bexley. The childminder provides care Monday to Friday, from 8.30am until 6 pm. She holds a relevant childcare qualification. The childminder offers funding for children aged three and four years old.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector completed a learning walk to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and the children.
- Children spoke to the inspector during the inspection.
- The inspector spoke to parents on the telephone to gather their views of the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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