

Childminder report

Inspection date: 3 March 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 develop well in the care of the experienced childminder. She is welcoming and attentive to children's needs, which helps them to feel safe and secure in her care. Children enjoy their time with the childminder. They develop strong attachments with her and their peers. Children play well together and share resources. For example, they take turns to test their ideas about which cars will run faster and go further down lengths of pipe. The childminder has high expectations for all children and provides a well-planned curriculum. She ensures that activities provide challenge and adapts them to meet individual needs. Younger children explore with treasure baskets. They practise opening and closing objects and putting on lids, which increases their fine motor skills. Older children concentrate well and show determination as they use tweezers to pick up different sized pasta pieces. Children learn new skills to help them progress and prepare them for future learning. They behave well, listen to the childminder and follow instructions. Children independently tidy away their toys after playing and use good manners. They receive praise and encouragement, which increases their self-esteem. Children are encouraged to be kind and learn to manage their feelings with support from the childminder.

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

- The childminder has a good understanding of children's learning and development needs. She organises her environment to encourage children to make choices in their play and builds on their interests. The childminder observes children and makes accurate assessments of what they need to learn next. As a result, all children make good progress from their starting points.
- The dedicated childminder makes effective use of her continued professional development. She regularly accesses online training and uses her new knowledge to benefit the children. For example, recent training on 'song in the early years' has increased singing sessions and action rhymes to help develop children's listening skills and language development.
- Partnerships with parents are good. Parents comment that they are happy with the service provided and that their children are progressing well. The childminder regularly provides parents with updates on their children's development and next steps in learning. However, she is not always consistent in sharing ideas to help children to continue their learning at home.
- The childminder places a high priority on children's communication and language development. She introduces new words, such as 'binoculars' and 'telescope', to help increase their vocabulary. The childminder gives clear explanations and engages children in meaningful conversations. She babbles alongside younger children and repeats words and sounds to extend their repetition.
- Mathematical concepts are woven throughout the childminder's practice.

Younger children count as they sing and climb downstairs. Older children identify shapes during play. The childminder discusses the hands on a clock face and helps children to learn about the time. New concepts of capacity are introduced as children make musical shakers. These experiences increase children's understanding and knowledge of mathematical language.

- Children benefit from trips in the local community. They attend larger group activities to build on their social skills. The childminder teaches children about diversity and the wider world. They learn about other cultures through resources, listening to stories, craft activities and celebrating festivals. The childminder supports bilingual children to use their home languages at the setting.
- The childminder supports children to learn about the importance of healthy lifestyles. She cooks home-made, nutritious meals and provides healthy snacks. Children understand the importance of drinking water and cleaning their teeth to maintain good oral health. They participate in daily exercise to increase their physical skills and balance. Children enjoy jumping on the trampoline and confidently steer their scooters.
- The childminder regularly reflects on her practice and evaluates children's progress. She makes changes to activities to ensure children are fully motivated and extends their learning experiences. However, the childminder does not include views from parents to help her raise the quality of her service to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training on safeguarding and the 'Prevent' duty. She recognises the signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder knows the correct procedures to follow if she has concerns about a child's welfare. She ensures her home environment is free from hazards and a safe place for children to play. The childminder teaches children about safety when they use equipment like scissors. She talks to them about crossing the road and learning to stay safe online. The childminder has suitability checks in place for all adults living in the home.

What does the setting need to do to improve?

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

- share ideas with parents to continue children's learning at home
- seek views from parents to help evaluate practice and make further improvements.

Setting details

Unique reference number	EY402873
Local authority	Bexley
Inspection number	10137758
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 10
Total number of places	5
Number of children on roll	8
Date of previous inspection	2 February 2016

Information about this early years setting

The childminder registered in 2010 and lives in Welling, Kent. She operates Monday to Friday from 7.30am 6pm, all year round, except for bank holidays and family holidays. The childminder offers funded early education for three-and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and have taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder and the inspector held discussions about safeguarding and how the childminder reviews her practice.
- The inspector looked at relevant documentation, including insurance, qualifications and suitability checks.

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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