

Childminder report

Inspection date: 10 October 2022

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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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children of all ages are settled, confident and very happy. They enjoy their time at the setting and have a positive attitude towards their learning. They are eager to join in with the motivating activities that the childminder carefully plans for them. For example, children make a picture of a hedgehog and go on to talk about hibernation and the different habitats in which animals live. Children are polite and show empathy towards each other. They are kind and caring. For example, older children help younger children to reach objects and lovingly read them books.

Children learn about the importance of healthy lifestyles. They talk about healthy foods and the wide range of fruit they try, such as plums, apples and strawberries. All children have good opportunities to develop their physical skills and learn to move in different ways. For instance, they confidently move to music and use more challenging climbing and balancing equipment at the park. Children learn about other people outside of their own communities and experiences. This includes exploring the language and traditions of other countries. For example, they taste food from around the world, such as Spanish omelette. Children learn how to sing nursery rhymes and count in Spanish and Irish.

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

- The childminder and her assistant get to know children well. This includes their individual personalities and what makes them unique. This helps the childminder to plan activities and experiences that they know will engage children. They establish secure and trusting relationships with children, who enjoy their company. For example, children enjoy playing peekaboo games with them. All children have a good sense of belonging and positive levels of self-esteem.
- The childminder has a good understanding of all areas of learning. She includes children's ideas and suggestions in activity plans. This helps keep children motivated to learn. For example, on occasion, they enjoy planting a sunflower as they talk about how things grow. However, on occasion, such as during planting and growing activities, the childminder does not recognise opportunities that arise to extend children's interest in exploring and investigating the natural world.
- Overall, children have some opportunities to be independent. For example, they are confident to choose their own play. However, at times, the childminder is too eager to intervene and complete tasks for them. This includes preparing their snack and getting them changed into their chosen fancy dress outfit. This means that opportunities for children to practise their skills and do things for themselves are inconsistent.
- The childminder establishes positive relationships with parents. She keeps them fully involved and informed in their children's learning, achievements and next

steps. For example, she regularly shares photographs of activities they have enjoyed doing. The childminder shares resources, such as puzzles, with parents so they can enjoy learning at home together with their children.

- The childminder reviews her practice with her assistant. They work well as a team. For example, each day they discuss how well they have engaged children in their learning and what they could do differently next time. The childminder and her assistant monitor each other's practice. For instance, they observe each other interacting with children and give constructive feedback. This demonstrates their positive attitude to improvement.
- The childminder is keen to ensure that she and her assistant attend beneficial training and keep their knowledge and skills up to date. For example, they have recently learned about the different ways that they can manage behaviour effectively. As a result, children know what is expected of them and behave well.
- The childminder encourages all children to develop good communication skills. Children are confident to share their thoughts and ideas. For example, they are confident to talk about what they are doing during imaginative play. Children speak fluently and have a wide range of vocabulary. The childminder uses effective ways to communicate with even the youngest children. This includes using sign language, to which all children respond positively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure and confident understanding of safeguarding and child protection. This includes knowing what signs and symptoms of abuse to be mindful of. The childminder knows whom to contact to seek advice and knows how to raise and follow up any potential concerns. This includes knowing how to manage any allegations against herself or her assistant. The childminder keeps her knowledge up to date. For example, she completes regular safeguarding training. Children learn how to keep themselves and others safe. For example, they talk about how to stay safe around water on regular visits to the local pond.

What does the setting need to do to improve?

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

- encourage children to be more independent and carry out tasks they are capable of completing themselves
- build on children's interest to explore and investigate the natural world even further.

Setting details

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| Unique reference number | EY398718 |
| Local authority | Bexley |
| Inspection number | 10235346 |
| 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 | 0 to 3 |
| Total number of places | 9 |
| Number of children on roll | 13 |
| Date of previous inspection | 17 October 2016 |

Information about this early years setting

The childminder registered in 2009. She is located in Sidcup, Kent. The childminder cares for children from Monday to Friday, from 7.30am to 6pm, all year round. She receives funding to provide free early education for children aged three years. The childminder works closely with an assistant. They both hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 has taken that into account in their evaluation of the childminder.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children with.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistant and children at convenient times and considered their views.

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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