

Childminder report

Inspection date: 11 October 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy in the childminder's home. The childminder offers a welcoming environment with plenty of space for children to play. Children benefit from an established routine. For example, when it is time to eat a snack, children quickly put away their toys and join their friends at the table. Parents say they choose the childminder because of her warmth and affection. Throughout the day the childminder gives children cuddles and praise. It is clear they have a strong attachment to her. Children behave well.

The childminder cares for children during the day and after school. She understands how to support children of different ages and with different needs. She listens to children and values their opinions and ideas. This helps her to consider children's individual needs and how she can best support each child to make good progress. The childminder makes use of amenities in her local area and has a garden where children can play. She uses local parks and playgrounds to give children new experiences. Children learn about how they can keep themselves safe. During walks, the childminder helps them to learn about road safety. These trips and outings help to widen children's experiences and knowledge of the world around them.

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

- The childminder recognises the impact that COVID-19 restrictions have had on children. She considers how she can provide children with opportunities to socialise, extend their physical skills and learn about the local community. Parents state that the childminder provides their children with a wide range of experiences.
- The childminder shows a genuine interest in children's play. For example, when children play with their soft toy puppies, the childminder asks the children their pets names and admires their furry coats. The children are delighted, and they proudly show their 'pets' to the childminder. This develops children's social interactions.
- The childminder recognises that children's speech and language development is extremely important. Children can access books independently, and they ask the childminder to read to them. The childminder reads stories in an animated voice and asks children questions. However, she does not always give children enough time to formulate a response and further develop their early communication skills.
- The childminder speaks gently and reminds children of the behaviour expected of them. Children learn about potential consequences. For example, she asks children to sit in their chairs in case they fall. The childminder is a good role model who uses polite language and praises children when they behave well.

This establishes a positive learning environment and sets clear boundaries for effective behaviour management.

- The childminder knows how to promote children's physical well-being. She ensures that parents provide children with healthy packed lunches. The childminder's home is clean, tidy and well maintained. This helps ensure that children's health and welfare is promoted.
- The childminder has a good understanding of early childhood development and her role in supporting children's behaviour, learning and socialisation. She reflects on her provision and accurately identifies gaps in her knowledge. However, the childminder does not always seek further support and training swiftly enough to close gaps in her knowledge, to ensure children make the best possible progress.
- Parents are very positive about the care their children receive from the childminder. They appreciate the continuity the childminder offers as their children progress to nursery and school. The childminder collects children after school and often cares for their younger siblings during the day. The familiar environment supports children to feel settled and secure.
- The childminder establishes good working relationships with other settings children attend and communicates effectively with them. She ensures parents are aware of any updates and information that promotes effective transitions for children between the settings they attend and their home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what would make her concerned about a child's safety and well-being. She knows the correct procedure to report any concerns. The childminder supervises children well and plans effectively to ensure children of all ages can play together safely. The childminder's home is very well maintained, clean and hygienic. She makes good use of opportunities as they arise to teach children about their own safety and well-being.

What does the setting need to do to improve?

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

- maximise opportunities to build on children's early language and communication skills by giving them more time to consider their responses
- access further training and development when gaps in knowledge are identified to drive improvement in teaching practice.

Setting details

Unique reference number	115533
Local authority	Bexley
Inspection number	10234083
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 1996. She lives in the Bexleyheath area of Kent. She provides her service all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Trina Lynskey

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 provider and has taken that into account in their evaluation of the setting.
- The childminder took the inspector on a learning walk and talked to them about how she organises her provision and her curriculum.
- The inspector observed an activity and evaluated this with the childminder.
- Parents provided written feedback, which the inspector considered during the inspection.
- The inspector observed the interactions between the childminder and children and discussed their progress.
- 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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