

Childminder report

Inspection date: 1 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children within this setting receive an abundance of praise and encouragement. As a result, children are confident, have high levels of self-esteem and are eager to engage with new experiences. The setting offers children a safe and stimulating environment. Children happily negotiate the activities and experiences on offer. They show good levels of engagement and focus on what they are doing. The childminder and her assistant are calm and nurturing, and children confidently seek comfort when they become tired or hungry.

Children respond positively to the high expectations of the setting. Children are independent in self-care tasks, such as handwashing and putting on and taking off their coats and shoes. They show pride in these achievements, which is reinforced by the childminder. Even the youngest children are competent in feeding themselves. Children make choices and discuss their likes and preferences. Overall, the behaviour of children is good. The setting has clear rules and boundaries in place which children show some understanding of. Children remind each other that 'sharing is caring'. The childminder and her assistant positively role model behaviours to children, such as taking turns and sharing resources. The childminder has developed a well-thought-out curriculum that is inclusive for all children to participate in.

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

- The childminder and her assistant know the children well. They understand, through observation, what children know and can do and what they need to learn next. Next steps are regularly reviewed, and children are challenged to ensure their learning is consolidated. Children are well prepared for the next stage of their learning.
- Overall, children's communication and language development is well supported. Children enjoy songs and rhymes. Children are exposed to new vocabulary and use this within their play. However, the questioning of children is not always effective at allowing them to share their ideas. Closed questions mean children sometimes only give one-word answers with no further expansion.
- Children develop a love of books. Children are engrossed in listening to a story. They laugh as the adult changes their voice with the different characters, and they join in actions that mimic different characters. Older children begin to make predictions about what they think might happen next. The setting supports parents to read at home with children by sending books home weekly.
- Children build strong friendships with their peers and mostly play cooperatively together. Children share their ideas with others and build a joint narrative for games. However, when conflict arises, children are not yet supported to begin to understand how to resolve disagreements independently. Adult intervention

resolves conflict but does not always explain to older children how behaviours could be changed for future learning.

- Partnership with parents is good. Parents receive daily feedback, both written and verbal. Parents report that they feel informed and involved with their children's learning. They are provided with ideas for how they can continue to support their children's development at home.
- The setting is inclusive and celebrates the diversity of the community. Resources reflect a range of abilities and cultures. Children celebrate festivals and special events with music, cooking and stories. Children can recall information they have learned. For example, children discuss Black heroes they have learned about during Black History Month, including Barack Obama, Rosa Parks and Nelson Mandela. Children are taught to be respectful and tolerant of each other, regardless of differences.
- Promoting healthy lifestyles is a strength of the setting. Children are clear on the benefits of healthy eating. Children enjoy daily physical activity. They run, climb, throw and catch balls with adult support. Good oral health is promoted. Children describe how they brush their teeth twice a day.
- The childminder continues to develop her own knowledge by attending regular training. The childminder is part of a childminder forum which provides support and advice. The childminder is supportive of her assistant, encouraging her to gain further qualifications, and is providing her with opportunities to take on more responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant regularly update their safeguarding training. This ensures that they both have a good understanding of how to protect children from harm or abuse. There is a clear understanding of how to record and report any concerns they may have. Online safety is promoted to children and parents. The childminder ensures that parents understand the importance of making sure that if children use electronic devices, they are supervised and parental controls are in place. Children's attendance at the setting is monitored. The childminder understands the 'Prevent' duty and how to recognise children that may be at risk from extreme views.

What does the setting need to do to improve?

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

- consider how questions are posed to children to open up discussions for ideas to be shared
- begin to support children to manage conflict independently.

Setting details

Unique reference number	EY461428
Local authority	Bexley
Inspection number	10236150
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in Thamesmead, in the London Borough of Bexley. The childminder operates her service on weekdays, 7.30am to 6pm, throughout most of the year. The childminder holds an early years qualification at level 3. The childminder employs one assistant, who holds a level 2 qualification. The childminder is in receipt of the early education funding for eligible two-, three- and four-year-olds.

Information about this inspection

Inspector

Natalie OLeary

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 childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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