

Childminder report

Inspection date: 10 March 2023

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 develop very good relationships with the childminder. They are happy, safe and secure in the warm and homely environment. They show high levels of self-esteem and excitedly make independent choices in their play.

Children are resilient and take pride in their achievements. For example, two-year olds do not give up easily while trying to undo and fix the buckles on a backpack. They receive regular praise and encouragement from the childminder, which helps them to persevere.

Children are self-assured and show high levels of confidence in play. For example, young children are curious and constantly busy, exploring toys and finding out how things work. Children are imaginative and curious learners. They bring their own personal experiences into play and act out new situations. For example, children pretend to cook and feed the dolls while playing in the role-play kitchen.

Children display good levels of emotional development. They are friendly, behave well and have a calm disposition. Children are becoming responsible learners, helping to tidy away resources after play.

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

- Children experience a language-rich environment. The childminder skilfully interacts with children during role-play activities, and they thoroughly enjoy her participation. She comments on what children are doing and encourages them to use a few words to make a sentence. Furthermore, the childminder introduces new words during children's play and asks relevant questions to help children think and respond. This successfully builds on children's communication and language development.
- The childminder sets high expectations for children's behaviour. She uses a gentle approach to support children to understand the expected behavioural boundaries. The childminder offers regular praise and encouragement throughout the day to help boost children's confidence. In addition, she encourages children to share and take turns and be kind to each other. This has a positive impact on the way children behave.
- The childminder prepares children well for their next stage in learning. For instance, she teaches children how to fasten and unfasten zips, tie knots and unlock bolts while playing with the sensory board. These skills help children to manage their own clothing independently. In addition, the childminder supports children to develop the muscles in their hands, which helps to build the control needed for writing. For example, she teaches younger children how to hold and squeeze gel from tubes to make marks.

- Children's safety and welfare are given the highest priority. The childminder carries out robust checks every day to help ensure the premises are secure and the play equipment is safe.
- The childminder has effective strategies for partnership working with parents. For example, she consistently shares information about children's care and learning at the end of the day. She also provides ideas on how learning can be extended at home to strengthen continuity and consistency.
- The childminder collects important information about what children already know and can do when they join her setting. Overall, she uses information from assessments well to identify what children need to learn next. However, the childminder does not always ensure that her curriculum intent is relevant to the children's ages and stages of development. For instance, she places too much emphasis on teaching younger children to learn to count and identify letters of the alphabet.
- The childminder has not considered how she can limit the number of resources and learning experiences available to children at any given time to help support their concentration and focus. On some occasions, children move from one activity to another too quickly, and teaching becomes too broad. This does not ensure that children consolidate what they have learned before they move on to the next activity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep children safe. She implements robust safeguarding procedures to ensure the safety and well-being of children. The childminder can identify when there is a concern about a child's welfare and knows how to report concerns to the relevant agency. She attends regular safeguarding training and carries out research online to keep her knowledge up to date. The childminder is aware of her duty to protect and prevent children from being drawn into situations that put them at significant risk of harm.

What does the setting need to do to improve?

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

- ensure the curriculum intent takes into account children's ages and stages of development to help them make even better progress within the prime areas of learning
- minimise the number of resources and learning experiences available to children to help improve their focus and concentration skills and to further deepen their understanding of what they already know.

Setting details

Unique reference number	115476
Local authority	Bexley
Inspection number	10279587
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	11 September 2018

Information about this early years setting

The childminder registered in 1995. She lives in Bexleyheath, Kent. The childminder provides care Monday to Friday, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Josephine Afful

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 held discussions with the childminder about how the provision is structured and organised, and they discussed the curriculum intent for children's learning.
- The inspector observed interactions between the childminder and children and assessed the impact these have on children's learning.
- A range of documents, such as a paediatric first-aid qualification and children's records, were viewed by the inspector.
- The inspector checked all areas of the premises used for childminding purposes.

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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