

Childminder report

Inspection date: 23 August 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 within this secure and homely setting are confident and happy. They are curious and explore the environment with excitement. The curriculum of the setting is well designed to follow children's interests and next steps to ensure that children are ready for the next stage of their learning.

The childminder provides a range of learning opportunities that engage children's interests. Children show sustained concentration as they focus on tasks, such as using scissors to cut paper. The childminder demonstrates to children how to hold the scissors correctly before allowing them the opportunity to do so independently, providing them with the skills necessary to be safe and successful at their task.

The childminder has high expectations for children. Overall, children behave very well. Children understand the importance of being polite and respectful to each other. They say 'please' and 'thank you' with little need for prompt. Children develop skills of independence. Older children prepare their own breakfast, pouring milk from cups onto their cereal. Children tidy up after meals, putting banana skins and yoghurt pouches in the bin. Older children show care and concern for their younger peers. They help to fetch their water beakers and show them how to complete inset puzzles.

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

- The childminder knows her children well. She discusses the progress children have made from their starting points. The childminder follows the interests of children. For example, children enjoy looking at a map of the world. The childminder has built on this interest, and children proudly share their knowledge of the seven continents, naming them confidently. They discuss countries they would like to travel to in the future. Children excitedly share that they are now learning about capital cities.
- The development of children's communication and language is well promoted. Children enjoy books, rhymes and songs. Children use a wide range of vocabulary in their play. They are articulate, sharing their ideas and contributing to discussions. Children are inquisitive and ask questions. The childminder encourages children to use their imagination and vocabulary skills to make up their own alternative endings to familiar stories and rhymes.
- Children form friendships with others, and they mostly play collaboratively together. For example, children take turns adding pieces to the marble run until it is complete. Children struggle with sharing and taking turns. When this happens, the childminder is quick to intervene and resolve conflict. However, this does not always give older children the opportunity to use their communication skills and knowledge of behavioural expectations to begin to

manage and resolve disagreements independently.

- The childminder exposes children to a wide variety of experiences. They attend playgroups, local libraries, farms, museums and parks. The childminder works closely with a local network of childminders. Children have opportunities to socialise with other children and adults, developing their confidence in new environments.
- Partnership with parents is strong. Parents comment on the nurturing nature of the childminder. They talk about the progress their children have made since starting. Communication is described as a strength of the setting.
- The childminder promotes healthy lifestyles to children. Although parents provide meals, the childminder ensures that these are nutritionally balanced and healthy. The childminder provides fresh fruit and water to children. Children are encouraged to try new flavours and textures. Children are physically active; they enjoy time outside both in the garden and within local parks and green spaces.
- The setting has a diverse background of children, and this is celebrated beautifully within the setting. Children confidently and respectfully talk about the countries their parents originate from and which languages they speak. The childminder shares with children her own home language. Resources within the setting allow all children to see themselves positively represented, developing high levels of self-esteem and confidence.
- The childminder continues to invest in her own professional development. She is reflective and regularly seeks feedback from parents to continue to build on the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends safeguarding training and has a clear understanding of her responsibility towards keeping children safe from harm or abuse. She has clear recording and reporting procedures in place. The childminder understands the importance of making timely referrals and who she would contact if she felt a child was in immediate danger. The childminder understands the process to follow if an allegation was made about herself or someone within her household. The childminder carries out regular risk assessments to ensure that her home and any outings taken remain safe for both children and adults.

What does the setting need to do to improve?

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

- support older children to begin to negotiate conflict independently to resolve minor disagreements.

Setting details

Unique reference number	EY462091
Local authority	Bexley
Inspection number	10305474
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	4
Date of previous inspection	22 February 2018

Information about this early years setting

The childminder registered in 2013 and lives in the Bexleyheath within the London borough of Bexley. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant childcare qualification at level 2.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- 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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