

# Childminder report

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Inspection date: 15 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder creates a very welcoming and nurturing environment for children to explore and learn. Children show they feel happy and safe and form positive bonds with the childminder and each other. Children are curious and evidently enjoy their time at the setting. The childminder plans an ambitious and varied curriculum. It takes account of individual children's interests and ages to support them to develop new knowledge and skills. The childminder has high expectations for children's learning and behaviour. She is a positive role model, who makes learning fun. The childminder knows children very well and provides them with clear messages about kindness, sharing and expected behaviour. This helps to boost their self-esteem and supports them to behave very well.

The childminder fosters children's communication and thinking skills effectively. She engages in meaningful conversations and introduces lots of new vocabulary as they play. Children show excellent concentration and persevere on tasks of their own choosing. For instance, they have lots of fun making different Christmas shapes, such as a star, a Christmas tree and a snowman with play dough. Children have good language skills and confidently discuss different shapes and sizes as they talk about their intentions and preferences. This helps to support their mathematical knowledge and their imaginative skills.

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

- The childminder plans a range of experiences to help develop children's social skills and to teach them about the wider world. For instance, children enjoy frequent outings to local parks and playgroups. These provide them with lots of opportunities to socialise with other children. These also support them to build new friendships and practise sharing and taking turns.
- The childminder knows children extremely well and is attentive to their individual needs. She provides a calm environment and actively engages in their play. Children show positive attitudes towards learning, have good manners and make good progress during their time at the setting.
- The childminder provides lots of opportunities for children to use their imaginations. For instance, they enjoy engaging in role play and pretending to make ice creams and cakes. The childminder extends their knowledge and supports them to make connections to their prior experiences effectively. Children's creativity and problem-solving skills are well supported.
- The childminder gains a range of information from parents when new children join, such as information about their routines, home language, likes and dislikes. However, she does not obtain detailed information about children's current stage of development when they first start to help her to precisely plan for their future learning.

- The childminder offers a variety of fun and age-appropriate activities to extend children's learning. Children are inquisitive, show good engagement and are eager to learn. It is apparent that they are flourishing and make good progress.
- The childminder teaches children positive messages about diversity and inclusion. For instance, she cares for children from all backgrounds and supports their home language in an effective way. Children learn about different cultures and have discussions about their differences and what makes them unique.
- The childminder positively promotes children's good health and well-being. For example, children enjoy a wide range of healthy snacks, and the childminder works closely with parents to provide nutritious lunches. Furthermore, children have lots of opportunities to be active. For example, they frequently play in the childminder's spacious garden or go for walks on the local heath. This helps children to lead healthy lifestyles.
- The childminder builds positive relationships with parents. Parents' written comments express good levels of satisfaction with the service. Parents state their children enjoy the wide range of activities and are making good progress.
- The childminder ensures that she attends mandatory training, such as first aid and safeguarding. However, she does not fully maximise opportunities to extend her professional development and knowledge to raise her good-quality teaching to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She understands how to recognise different signs that may indicate a child is at risk of harm. Furthermore, she displays appropriate awareness of which reporting procedures to follow to help protect children's welfare. In addition, the childminder provides a clean, secure and safe home for children to play. She carries out ongoing risk assessments to ensure that spaces and resources are suitable and to reduce any potential hazards.

## What does the setting need to do to improve?

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

- obtain more detailed information about children's current stage of development when they join to plan more precisely to target learning even further
- enhance professional development to raise knowledge and the quality of education to an even higher level.

## Setting details

<b>Unique reference number</b>	125941
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10307974
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	23 March 2018

## Information about this early years setting

The childminder registered in 1996. She lives in Dartford, Kent. The childminder operates for most of the year, from 7.30am to 6.30pm, Monday to Friday. She provides funded early education to three-year-old children. She holds a relevant qualification at level 3.

## Information about this inspection

### Inspector

Amy Mckenzie

### 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 her evaluation of the setting.
- The inspector spoke to the childminder and the children at appropriate times during the inspection and assessed the quality of education.
- A range of observations were completed by the inspector to evaluate the children's learning experiences.
- A range of documentation was viewed, such as the childminder's first-aid and safeguarding certificates.
- Parents' written views were considered during the inspection.

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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