

Childminder report

Inspection date: 26 January 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children show they feel immensely secure in the childminder's warm and nurturing care. They develop exceptionally strong attachments with the childminder and develop a strong sense of belonging. They are highly confident when meeting new people. For example, children spontaneously introduce themselves to visitors to the setting and are eager to show what they have been learning. They proudly show the inspector a picture of a jellyfish created using scraping tools to reveal different colours. Children's behaviour is excellent. They consistently use good manners without prompting, follow instructions well and show high levels of self-control.

Children are busy and keen learners. They clearly demonstrate their enjoyment as they engage intently and focus on the activities provided. Children show impressive levels of concentration and perseverance as they master and consolidate their skills and knowledge. They use toothbrushes and toothpaste to brush plastic teeth, learning the importance of brushing all parts of their own teeth. They benefit from high-quality interactions with the childminder, who is very responsive to their needs. She carefully observes children as they explore their environment and provides them with her undivided attention, when they need support and challenge.

Children show pride in their achievements and make excellent progress, learning through their play. They develop skills that prepare them well for the next stage of learning. Children learn how to write their own name and how to cross the road safely. The children are independent and complete tasks for themselves. They wash up and wipe tables after activities, blow their noses and enjoy helping to prepare lunch by cutting cheese into different shapes.

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

- Communication and language are at the heart of the childminder's curriculum. She promotes conversations and introduces new vocabulary to children. For example, when completing a puzzle about different parts of the body, the childminder explains the word 'organ'. She shows the children where their lungs are and how to feel them filling with air as they breathe. She gives children time to articulate their own ideas and encourages them to ask their own questions, which helps them to develop the skills to become lifelong learners.
- The childminder knows children well. She finds out about their interests and plans exciting activities to build on their existing skills. All children make excellent progress from their starting points. They make links in their learning and share their experiences as they play. For example, children read a story about rockets then excitedly point to a helicopter in the sky. They point out that it flies like a rocket and then discuss other flying objects, such as birds.

- Partnerships with parents are excellent. The childminder shares daily important information with parents and offers individualised support when they are facing challenges. Parents confirm they find the childminder's support invaluable, such as encouraging children to use the toilet or to try new foods.
- The childminder effectively supports children to work out solutions to problems through trial and error. This helps children to be highly resilient and persistent. For example, when children are brushing plastic teeth but struggling to reach certain parts, they move and turn the teeth around in different ways until they can effectively brush all of the teeth.
- The curriculum for learning has ongoing purpose and challenge and the childminder has very high expectations of children. For example, children learn to recognise three-digit numbers. They read a story about hedgehogs and learn the word 'nocturnal', then use it to describe other animals who sleep during the day.
- Parents confirm how rapidly their children who speak English as an additional language develop. The childminder works very well with parents to include their culture in her planning. This helps all children feel included and valued in the setting. Children learn about being unique and showing respect to others. They share stories and learn about festivals which helps them to deepen their knowledge of different cultures and beliefs. They discuss how they are similar to and different from people they read about or see in the community.
- The childminder establishes highly effective partnerships with other professionals. For example, she regularly meets with other childminders and shares ideas for high-quality practice. She passes key information on to the children's school and proactively engages with teaching staff to discover what children are learning at school. This enables her to further extend children's learning.
- The childminder offers children a wide variety of experiences, such as visiting the beach, the local Sikh temple and museums. At the museum, children use an interactive map of the world to learn more about different countries and the people who live there. She takes children to a playgroup to ensure they have opportunities to develop their social skills and learn how to make new relationships. She skilfully encourages children to develop an astute understanding of communities wider than their own.
- Children benefit from the childminder's commitment and enthusiasm. She has a deep understanding of how children learn and constantly praises children for their positive attitudes to learning. This helps to further promote their sense of achievement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She has an in-depth awareness of the different signs that may suggest a child's well-being is at risk. She follows procedures and takes swift action if she has concerns. Children's welfare is central to the childminder's practice. The childminder has

robust systems in place to ensure that her premises are safe for children, including rigorous daily checks. Children have an excellent awareness of keeping themselves safe. For example, on the way to nursery, children know the importance of holding hands to stay safe. They understand about road safety and explain why they need to stop, look and listen before crossing the road.

Setting details

Unique reference number	115669
Local authority	Bexley
Inspection number	10137756
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	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 July 2015

Information about this early years setting

The childminder registered in 1995 and lives in Welling, in the London Borough of Bexley. She operates all year round from 7.30am until 6pm, Monday to Thursday, except bank holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Alison Scott

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The childminder led the inspector on a walk around her provision to discuss her intentions for children's learning and check the safety and suitability of the premises.
- The inspector observed interactions between the childminder and children during activities and assessed the impact on children's learning.
- The childminder and inspector completed a joint evaluation of an activity.
- Parents spoke to the inspector to share their views.
- The inspector looked at relevant documentation, including public liability insurance and paediatric first-aid training, and reviewed evidence of the suitability of all persons living at the setting.
- The childminder and the inspector discussed the childminder's understanding of safeguarding and how she evaluates her practice.

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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