

Childminder report

Inspection date: 30 March 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 are happy and comfortable in this safe and secure setting. There are warm and trusting relationships between them and the childminder. Children develop good independence. They enjoy helping to make their own lunch by spreading butter onto their sandwich. Children learn about recycling by choosing which bin to use for each item. They behave well and understand the rules and routines. Children learn to respect the resources they use.

Children move freely around, and eagerly explore toys and activities. Resources are organised well so that children can make independent choices and decisions about their play. When taking part in activities, children concentrate and stay fully engaged for an extended period of time. They show great satisfaction in their achievements, for example when writing the first letter of their name. This encourages children to try new things and to challenge themselves.

Children have opportunities throughout the year to learn about other families beyond their own, different cultures and ways of living. For example, they find out about children's lives in the Ukraine. Children find out how some children's lives are different from or similar to their own. They enjoy these opportunities to learn about the wider world.

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

- The childminder follows children's lead and responds enthusiastically to their choices. As they play, she takes advantage of opportunities to extend their learning. For example, as children roll cars down a ramp, the childminder encourages them to count the cars and compare different sizes.
- The childminder develops positive relationships with children. They go to her for comfort and reassurance. The childminder knows children very well. She understands their individual needs and acts quickly to meet these. As a result, children's personal development is promoted very well.
- The childminder has designed a curriculum that helps children to be ready to start school. She is clear about the skills and knowledge she wants children to learn. For example, the childminder understands the importance of children being independent in their self-care and knowing how to ask for help. She works very well with local schools and playgroups to ensure a consistent approach to children's learning.
- Overall, the childminder supports children's early language development well. She understands the importance of sharing stories to promote children's communication and language. The childminder provides a wealth of books for children to explore. Reading becomes a shared experience where they can enjoy a cuddle while listening to her read their favourite stories. The childminder

engages with and speaks to the children, introducing unfamiliar words. She encourages them to use those words in new sentences and contexts. However, the childminder does not consistently allow children sufficient time to answer questions and consolidate their understanding.

- The childminder uses her knowledge of children and their interests to plan enjoyable learning experiences that increase their confidence in targeted areas. She collects useful information from parents about what children know and can do when they start to attend. This enables her to identify children's starting points in learning and to plan activities that build on their skills and knowledge.
- Children are offered a range of healthy snacks and meals throughout the day, which supports their good health. There are plenty of opportunities for physical play, including trips to local parks and woodland.
- Children feel proud and demonstrate high levels of self-esteem. The childminder provides continued praise and encouragement. She responds to children's efforts in a kind and caring manner. Children behave extremely well and show an excellent attitude to learning.
- All feedback received from parents is very positive. They comment that the childminder goes out of her way to help children to settle well. Parents speak highly about the care and support their children receive. They say that children feel safe and happy with the childminder. Parents are kept informed about the progress their children make, and how to support the next stage of their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She knows what to do if she has concerns about a child, and what signs or symptoms would concern her. This includes those relating to the broader aspects of safeguarding, such as children being exposed to extremist views and beliefs. The childminder keeps her knowledge up to date by attending regular training. She shares relevant information with parents, such as how to keep their children safe online. The childminder ensures that suitability checks are in place for all household members.

What does the setting need to do to improve?

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

- allow children sufficient time to answer questions more consistently, to further improve their early language skills.

Setting details

Unique reference number	115735
Local authority	Bexley
Inspection number	10072278
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	3 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	13 April 2016

Information about this early years setting

The childminder registered in 1998. She lives in Sidcup, in the London Borough of Bexley. The childminder operates all year round from 7am to 6.30pm, Monday to Friday. She has a relevant childcare qualification at level 3. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Scott

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 setting
- The childminder and the inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector read references from parents and took account of their views.
- The childminder and the inspector carried out a joint observation of an activity and discussed the impact this was having on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. They discussed safeguarding arrangements and how she evaluates her practice.
- The inspector looked at relevant documents, including evidence of suitability checks for household members.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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