

Childminder report

Inspection date: 30 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a safe, nurturing and homely environment for children. Children have strong attachments with the childminder and seek to share experiences with her. Children have a strong sense of belonging within the setting. They proudly share their work displayed on the wall. Children show enthusiasm for topics they are learning about. For example, children spend time examining objects within their autumn display, sharing their thoughts and ideas with others.

The childminder is a positive role model to children. Behaviour is good, and there are clear rules and boundaries in place. Children are happy and play cooperatively together. They seek out others to share experiences with and show that they understand the rules of play. The childminder has high expectations for children. Children share ideas, take turns with resources and show care and concern for each other.

The setting is inclusive for children with special educational needs and/or disabilities (SEND). The childminder is skilled at adapting the environment to ensure all children can access all areas of learning. The childminder uses picture cards to ensure all children have a voice within the setting, including those who may be non-verbal. The childminder provides families with contact details of where to find additional support. Children with SEND make good progress from their starting points.

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

- The childminder has developed a well-rounded curriculum that enables children to practise and build on what they already know. The childminder plans for children's next steps using observations and information gathered from parents. All children make good progress from their starting points.
- The childminder is skilled at using children's interests to further their knowledge. For example, the childminder role plays at being doctors as an opportunity to extend children's vocabulary. Children initially use terms such as big or middle finger. The childminder teaches them the correct words for individual fingers, including 'thumb' and 'index finger'. Children show understanding by repeating these terms as they play.
- Children have the opportunity to develop independence skills. For example, children put on their own shoes and coats and feed themselves at mealtimes. However, opportunities are sometimes missed to further develop these skills. For example, the childminder wipes children's noses for them rather than teaching them to do this for themselves. Children are also not consistently reminded to cover their mouths when coughing.
- Children enjoy spending time outside. The garden has a rock-climbing frame

where children can practise their climbing skills. The childminder added this to the garden when local parks were closed due to national lockdowns. Children were showing frustration at the lack of climbing opportunities available after being used to more physical play. The garden also offers children the opportunity to learn about nature with a herb garden. Children help to plant and water the herbs and salad to use in the kitchen when grown.

- The childminder promotes diversity and inclusion with the children. They have age-appropriate discussions about their similarities and differences. Children are taught to respect each other and value other people's views and opinions.
- Children are routinely given choices, which helps to develop their self-esteem and confidence. The childminder asks them what colour plates they would like at lunch or which salad items they would like with their meal. Children are also able to freely select resources from low cupboards and boxes. However, children are not always encouraged to tidy away before getting out new resources. This can lead to toys being left where other children may fall over them.
- Communication with parents is strong. Parents report feeling informed of what is happening at the setting. At the start of each week, parents receive the menu and a plan of the weekly activities that will be taking place. Parents also receive daily feedback and photos on a phone chat application. Regular reports are provided about children's learning.
- The childminder reflects regularly on her own practice. Feedback questionnaires are sent out to parents quarterly. Parents report that the childminder is open to feedback suggestions and implements changes where possible. The childminder continues to attend regular training to help her support children's individual needs. Recent courses have included training around communication and language, and SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities towards keeping children safe. Regular risk assessments of the setting and resources take place. The childminder has clear knowledge of the different types of abuse and the signs to be aware of. The childminder displays sound knowledge of how to report a concern should she have one. The childminder teaches children about keeping themselves safe. When out, the childminder talks to the children about road safety and the importance of stop, look and listen. Children also learn about the different types of road crossings. The childminder teaches children about not speaking to strangers and staying together.

What does the setting need to do to improve?

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

- continue to further children's independence skills by encouraging self-care skills, such as wiping their own noses and reminding them to cover their mouths when coughing
- help children to learn about the importance of managing risks by tidying up toys to keep themselves and others safe.

Setting details

Unique reference number	2496511
Local authority	Bexley
Inspection number	10191542
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 9
Total number of places	5
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in the London Borough of Bexley and operates Monday to Friday from 7am to 6pm, all year round.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out observations of activities.
- The inspector observed the interactions between the childminder and children.
- The inspector sought the views of parents.
- The inspector reviewed relevant documentation, including the childminder's paediatric first-aid qualification and evidence of the suitability of the childminder and household members.
- The inspector spoke with the childminder at appropriate intervals throughout 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021