

Childminder report

Inspection date: 3 August 2022

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

Children are quietly confident. They are very aware of their environment and develop very close relationships with the childminder. Children are confidently aware of their own emotions. For example, children vocalise that they feel shy. The childminder provides high levels of reassurance and helps them to feel safe during new experiences.

Children problem-solve and think critically to find solutions to tasks themselves. For example, children explore the fastenings on baby clothes, hook-and-loop fasteners on collars and poppers on sleep suits. They concentrate hard on finding a way to fasten them, using trial and error to complete the task to their own satisfaction.

Children learn to play harmoniously. They cooperate and negotiate in their play. Children ask the childminder to join in with their play and invite visitors to take part in role play. The childminder supports this well through sharing and clear explanations about feelings. She promotes British values particularly well, helping children to respect and reflect their individuality and home lives. Children feel valued and proud of themselves. The childminder congratulates children on their good manners, such as saying 'please' and 'thank you', as well as making sure that everyone is included in their play.

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

- Children speak confidently. They express their needs verbally and through gestures and expressions. The childminder introduces new vocabulary. She encourages children to use the new words which they learn. However, sometimes, the childminder commentates while children play. She does not consistently give children the time to think about their play and to develop the skills to talk and play at the same time.
- The childminder knows children very well and confidently describes how they all play and learn. She provides activities and play experiences to extend and challenge children's learning in all areas. The childminder questions children's knowledge and tests their skills. She helps children to recall their past experiences. Children use these past experiences to challenge their confidence to try new play situations and learning opportunities.
- Children have plenty of opportunities to extend and challenge their dexterity and physical skills. For example, they fill up ice-cream cones with scoops of rice, picking up individual rice grains. Children carefully negotiate babies' clothes to dress a doll. However, on occasions, the childminder has too high an expectation for children's next steps in their development. She sometimes does not fully understand how purposeful play can help to support what children need to learn next. This is not consistently communicated to parents to promote children's

learning at home.

- Children learn about the importance of self-care. They learn to wash their hands after messy or outdoor play and before eating their snacks and lunch. Children show a clear understanding of the importance of healthy food. They talk confidently about making 'their tummies feel healthy' and building 'strong muscles'. They develop independence skills, such as putting on their shoes for outdoor play and pouring themselves drinks at lunchtime.
- Parents make positive comments about the professional relationship which they have with the childminder. They talk about the importance of shared care strategies and the ongoing dialogue to promote continuity for children. Parents confidently make suggestions. The childminder eagerly listens and adapts her practice to include these suggestions in children's routines and activities. For example, parents suggest that the childminder introduces further social play for children during holiday periods, when less children attend her service, to help support children's social skills.
- The childminder has a very positive attitude towards her professional development. She researches new practices and implements these successfully, with individual children's development and care in mind. The childminder is eager to develop her knowledge and skills. She uses a variety of sources and networks to gain information about regulation and practices. The childminder develops professional relationships to support her continuous evaluation of her service.
- Children show high levels of imagination and creativity in their play. The childminder shows children how to play. She uses the experiences which children have at home to develop their role play and small-world play. Children act out experiences, such as caring for babies. The childminder helps them to think about how to show care and love towards babies. Children respond by making sure that the dolls are fed, dressed and cuddled. This helps to support children's awareness of caring for others and allows them to develop relationships and good attitudes towards other's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of the procedures to follow if she has a concern about a child in her care. She has attended up-to-date training and has a clear understanding of the signs and symptoms of child abuse. Children play in a safe and secure environment. The childminder helps children to learn about keeping themselves safe. She talks to them about the privacy of their bodies. The childminder encourages children to think about their own physical capabilities when using large equipment. She helps children to understand how to play safely. The childminder implements effective procedures to evacuate children safely from the premises in an emergency.

What does the setting need to do to improve?

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

- provide children with time and space to absorb information and their observations and to communicate their understanding throughout their play
- support children's next stages in their development more consistently when they play and provide parents with purposeful play ideas to promote these next steps at home.

Setting details

Unique reference number	2550909
Local authority	Bexley
Inspection number	10221579
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Slade Green, within the London Borough of Bexley. The childminder provides care all year round, from 7am until 6pm, Monday to Friday. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Claire Parnell

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 their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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