

Childminder report

Inspection date: 29 June 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 benefit from a vast range of fun and stimulating activities in this warm and welcoming environment. They receive good levels of support to help them to settle in. For instance, the childminder works closely with parents to find out children's interests and encourages them to bring toys from home to help them to feel more secure. New children receive lots of reassurance and encouragement to join in with activities. For example, children enjoy colouring in pictures of cars and discuss their favourite makes and models. They also have fun experimenting with car ramps and predicting what vehicles and objects will go fast and slow. This helps to develop their curiosity, language and communication skills.

Children also delight in exploring different resources such as coconut shells, pom-poms and pipe cleaners. They experiment creatively to make models such as a pirate ship. They receive good levels of help and guidance to discuss their ideas and intentions. This supports their imagination and thinking skills. In addition, children discuss the importance of brushing their teeth and visiting the dentist as they explore teethbrushing activities. This helps them to adopt good oral health habits and to lead healthy lifestyles. Overall, children show good interest and mostly show positive engagement in the activities on offer.

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

- The childminder shows excellent commitment to updating her knowledge and skills. For instance, she attends weekly webinars that discuss best early years practice and engages in an extensive amount of professional development. This is a real strength of the setting and supports her to deliver a high-quality service to children and families.
- The childminder has effective systems in place to listen to parents', children's and other professionals' views. For example, parents and children complete questionnaires about their experiences and the childminder demonstrates a positive attitude to making changes based on their needs, interests and suggestions.
- The childminder acts as a good role model and effectively supports children to understand what is expected of them. She encourages children to join in and acknowledges their efforts with praise. This contributes to them having a good understanding of the boundaries at the setting and boosts their self-esteem.
- The childminder helps children to develop their independence. For example, she encourages them to put on their own shoes and helps them to tidy up before moving on to a new activity. This helps them to take responsibility and gain respect for their learning environment.
- The childminder carefully monitors children's development and progress. She completes comprehensive checks when children start and has clear knowledge

of what they need to focus on next. This helps children to make progress both emotionally and educationally.

- Children have frequent opportunities to learn about themselves and others. For instance, children celebrate a range of cultural festivals such as Diwali. The childminder supports them to engage in discussions and explore resources that develop their awareness of their similarities and differences. This deepens their understanding of diversity.
- Children have daily opportunities to play and learn outdoors. For instance, they engage in a variety of activities in the childminder's garden and also visit the local park. This helps to develop their physical skills and to lead active lifestyles.
- Parents express high levels of appreciation and are complimentary about the quality of care and education. They state communication is good and they value the daily updates to help them to feel involved in their child's care.
- The childminder models new language effectively and introduces new vocabulary as children play. However, the childminder does not always extend children's knowledge and learning to the very highest level.
- Children participate in a range of educational activities that support their learning well. However, the childminder does not always make the most of spontaneous play to fully promote children's mathematical knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibilities in relation to keeping children safe. She attends regular safeguarding training and stays up to date with new legislation in relation to child protection. She is knowledgeable about the possible signs and symptoms that might indicate neglect or a child is at risk of harm. She also understands the procedures to follow if she has any concerns about a child's welfare. The childminder keeps her first-aid training up to date. This helps her to know what to do in the event of a medical emergency.

What does the setting need to do to improve?

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

- enhance interactions during play to challenge children's learning to the very highest level
- build on opportunities for children to extend their mathematical knowledge during spontaneous play.

Setting details

Unique reference number	2569371
Local authority	Bexley
Inspection number	10239289
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the London Borough of Bexley. She provides childcare all day from Monday to Saturday for most of the year. The childminder works with an assistant.

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 their evaluation of the provision.
- The inspector and childminder completed a learning walk and discussed the setting's ethos and aims for children's learning.
- The inspector observed the interactions between the childminder and children and assessed the quality of education.
- Parents' and children's verbal and written views were taken into consideration during the visit.
- A range of documentation was viewed, such as evidence of suitability checks and training certificates.

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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