

Childminder report

Inspection date: 7 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 show that they feel safe and secure in the childminder's home-from-home environment. They settle quickly and happily make choices in their play from the range of resources. Children behave well and share toys when they play alongside the childminder. They cuddle up with the childminder as they listen attentively to stories. The childminder reads stories using expression and encourages children to identify different things that are happening in the pictures. This supports them to develop secure foundations for their future learning.

The childminder has high expectations for children and plans an ambitious curriculum. For instance, they go on buses and trains and learn about road safety. Children visit different places in London. This builds on children's understanding of the world. They are active learners who show a great interest in their activities. The childminder encourages children to become independent in managing their self-care. For instance, young children independently roll up their sleeves to wash their hands. They understand that washing with soap helps to get all the germs off. The childminder is a good role model and promotes a healthy lifestyle for children. Children learn about the importance of oral hygiene and how to look after their teeth. For instance, the childminder brushes her teeth alongside the children in the mornings. Children receive lots of positive praise for their efforts. This helps children to feel valued.

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

- The childminder has considered some opportunities to extend her professional development. She has completed a relevant training course to develop her understanding of promoting children's health. However, she has not identified ways to further her knowledge to help her to support the quality of education.
- Partnership with parents is good. The childminder shares information with parents about children's progress and achievements. She provides tips and ideas for parents to support children's learning at home. However, the childminder does not work closely with other settings. This would help to build on what children already know and support children's transitions between settings.
- The childminder recognises the impact that the COVID-19 pandemic has had on children. She concentrates on progressing their personal, social and emotional development. They enjoy meeting up with other children and adults. The childminder provides a range of opportunities for children to explore nature and further their outdoor learning in parks and woods. This also supports their physical development.
- The childminder provides good-quality education for all children. She encourages children to be independent. For example, young children skilfully cut their own fruit using age-appropriate knives. She introduces children to new words, such

as 'halves' and 'quarters'. This helps to extend their vocabulary. Children make good progress in their learning.

- The childminder's curriculum supports children's individual learning needs. The childminder observes children and uses this information to follow the children's interests. For instance, children enjoy problem-solving activities. The childminder supports young children to build towers with the bricks and work out how to make them balance. This helps to build on children's concentration and develops their early mathematical skills.
- Children listen to and follow instructions well. Their behaviour is good. For example, children help to tidy up the toys before they take out something new. Children confidently share their thoughts and ideas about what they would like to play with. This helps to prepare children for the next stage of their learning and for starting school.
- The childminder keeps up to date with information shared by different childminding groups and training providers. She reflects on her practice to identify areas for development in her home. For instance, she plans to develop the outdoor area to build a mud kitchen to provide children with more opportunities to access sensory play.
- The childminder promotes children's early mathematical development well. For example, children count how many legs the spider has. Children are encouraged to identify different colours and shapes during everyday activities.
- Children excitedly makes choices about their play. They access the musical instruments and join in with singing. Young children count 'one, two, three' as they follow the childminder's lead. The childminder encourages children to recognise familiar songs and rhymes, and develop their hand-to-eye coordination as they play their instruments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to safeguard the children in her care. She can identify the signs and symptoms of abuse and knows where to report any concerns. This helps to keep children safe. She knows how to identify possible indicators that a child may be at risk of radicalisation. The childminder carefully considers how to keep children safe on outings and trips. For example, she creates identification cards for each child so that if there were to be an emergency, services could quickly identify who the children are.

What does the setting need to do to improve?

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

- explore further professional development opportunities that focus more precisely on raising the quality of teaching and children's learning

- strengthen communication about children's development and progress with other settings that children attend to provide continuity and ensure smooth transitions.

Setting details

Unique reference number	2575124
Local authority	Bexley
Inspection number	10239493
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 4
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 lives in the London Borough of Bexley. She provides a service on weekdays from 8am to 6.30pm. She holds a relevant level 3 qualification.

Information about this inspection

Inspector

Angela Colman

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 inspector observed interactions between the childminder and children present.
- A joint observation was completed. The childminder discussed her aims for the activity and the impact on children's learning.
- The childminder spoke to the inspector about how she plans her curriculum. They took a learning walk together.
- The childminder showed the inspector a range of documents, including a copy of her first-aid certificate and evidence of suitability checks.
- The inspector read feedback from the parents, who shared their views of the setting.

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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