

Childminder report

Inspection date: 20 May 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 arrive happily in the childminder's safe and secure home. They have delightful interactions with the childminder and the assistant, who know them well. The childminder supports children's independence. She encourages children to take off their own shoes and coats, and put them away. Babies enjoy cuddles and eagerly share a range of toys. They confidently play, concentrate, and explore. For example, children engage in imaginative play with a tea set. They follow the assistant who demonstrates how to pour tea into the cup from the teapot. Children behave positively towards their friends. They politely ask their friends to share tools as they play, and patiently wait until others have finished.

The childminder has high expectations for all children. She introduces new vocabulary to older children. For example, children are reminded that a bee's tongue is called a 'proboscis'. The childminder skilfully adapts children's learning in age-appropriate ways. For instance, babies are encouraged to identify their features, including their own tongues. Children learn about their similarities and differences. The childminder shares information about the curriculum and activities regularly with parents. Parents appreciate the information and updates about their children's progress. All children make good progress in their learning.

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

- Parents are happy with the care their children receive. They are encouraged to share information about their family and the languages children speak at home. Children have access to books, including some dual-language books. However, the childminder has not fully considered how to support children who speak English as an additional language to see or use their home languages. For example, she does not consistently help them to develop their speaking skills even further when they play.
- The ambitious childminder works closely with her assistants to provide high-quality education. They meet regularly to reflect on their practice. The childminder completes courses to build on her knowledge. For instance, following some training, she transforms the reading area to include nursery rhyme tools and props. The childminder also plans to include recorded stories told by parents at home.
- The childminder provides a stimulating learning environment and curriculum. She considers what children need to learn and follows their interests. For instance, children have been watching their caterpillars turn into butterflies. They explore using different-sized tweezers to develop their small-motor grip. Children try to identify bugs and insects using magnifying glasses when they go on regular trips to the woods. They develop a good understanding of the world.
- Children identify their names when they arrive at the setting. They confidently

manage their self-care needs. For instance, children know when they need to wash their hands. They do this consistently after using the bathroom and before snack time. Children learn essential skills for starting school.

- From a young age, children are inquisitive learners ready to face new challenges. For instance, older children add trucks to messy play with rice. They create other ways to scoop and gather up the pretend nectar. Children skilfully count the scoops of rice. They confidently count up to 20. This builds on children's mathematical skills.
- All children, including those who are funded, are well supported. For example, babies use all their senses exploring different textures. They take great delight feeling the rice on their bodies. Older children learn how bees make honey. They use terms such as 'nectar' and 'honeycomb'. This helps to build on children's early language skills.
- The childminder provides children with a variety of stimulating activities outdoors. Children freely move inside and outside in all weathers. Children develop their large muscles using bikes and scooters as they manoeuvre around the garden. Babies join in the action songs using their whole body to move around.
- Children behave well. The childminder sets clear expectations for children's behaviour. From a young age, children are caring and considerate. For instance, older children suggest having a picnic snack time. They help lay out the blanket for everyone to sit on. Young children share out the water cups and understand the importance of only using your own. Children follow good hygiene practices and have a good understanding about what makes them healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and the assistant understand their responsibility to safeguard children. The childminder has a knowledge of the signs and symptoms that may indicate possible abuse. She has continued training to develop her understanding of safeguarding issues, such as female genital mutilation. She knows how to act quickly and appropriately should she have any concerns regarding a child in her care. The childminder keeps records of any visitors to the premises. She knows the correct procedures to follow if there are any allegations made against a member of her household or one of the assistants.

What does the setting need to do to improve?

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

- extend opportunities for children to hear and use their home language in their play.

Setting details

Unique reference number	2579046
Local authority	Bexley
Inspection number	10239507
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 5
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Erith in the London Borough of Bexley. The childminder works all year round, from 8am to 6pm, Monday to Friday. She holds a childcare qualification and works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder led the inspector on a learning walk around all areas of the setting, and explained how the early years provision and curriculum is organised.
- The inspector spoke with the childminder at convenient times to discuss leadership and management and sampled documentation.
- Children and parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector assessed the effectiveness of safeguarding and care procedures.

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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