

Childminder report

Inspection date: 19 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's very welcoming and well-resourced environment. They hurry into her home and are warmly greeted by the childminder and her staff. The strong bond between the childminder and children is unmistakable. Children know that the childminder will recognise when they are tired or need extra reassurance as they snuggle closely. This helps children to feel safe and secure in the childminder's care. Children behave well. They show great kindness as they feed the pet rabbits and respect as they help to tidy up. Children are polite as they eagerly say please and thank you.

The childminder provides a broad and interesting curriculum for the children in her care. Children are busy and fully engaged as they involve themselves in activities that the childminder plans to spark their interest. They show good levels of concentration, determination and a 'can-do' attitude to their learning. Children concentrate as they practise developing their hand muscles as they mould play dough. They persist until they have made the whiskers for the cat or made their fish from play dough. The childminder is skilled and knows when children need them to join in their play. For example, she joins them as they practise throwing and catching the ball. This encourages children to copy the movements, further developing their skills and abilities.

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

- The childminder collects information from parents. She observes children's play and understands what they need to learn next. Activities have specific learning intentions for individual children. For example, children concentrate intently as they plant cress seeds. However, the childminder's enthusiasm during interactions with children means she can lose focus on the learning intention of the activity. This means that children do not always achieve the intended outcomes.
- Overall, the childminder supports children's communication and language skills well. Children enjoy opportunities to sing and read stories with the childminder and her staff. The childminder uses every opportunity to talk to children and introduces new language. However, the childminder is not consistent in giving children time to answer questions before moving on to the next one. This impacts on children learning to process the question to form a response and share their ideas.
- The childminder supports children to build on their early mathematical language. She encourages children to count and identify colours, sizes and shapes during their play. During a story about animals, the childminder encourages children to demonstrate 'big' and 'tall' using their bodies. The childminder helps children to gain an understanding of early mathematics to help prepare them for their next

stage in their learning.

- Children enjoy sitting and snuggling with the childminder when listening to stories. They freely access books and eagerly share familiar phrases from their memory of popular books.
- The childminder plans activities to support children's physical development. Children learn new skills as they climb, run and jump at local parks and soft-play centres. During planned adult-led activities, the childminder supports children's fine motor skills. Children carefully manipulate play dough. This activity helps children to develop the small-muscle skills that are needed for holding a pencil and future writing.
- The childminder builds meaningful bonds with parents and carers. Parents are well informed about what children have enjoyed during the day. The childminder completes regular assessments of children's learning and shares this with parents. Furthermore, she provides ideas to help parents to continue children's learning at home and signposts to places for extra support for their children. This helps to ensure consistency in the care and education that children receive.
- The childminder develops her professional development and that of her staff. She seeks support from the local authority. The childminder regularly monitors her staff through effective mentoring, coaching and role modelling good practice. This helps her staff to be fully aware of their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus more intently on the identified learning intentions for children during activities to fully support their progress
- give children more time to answer questions to enable them to develop their thinking skills.

Setting details

Unique reference number	2593963
Local authority	Bexley
Inspection number	10343435
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 7
Total number of places	18
Number of children on roll	24
Date of previous inspection	26 March 2024

Information about this early years setting

The childminder registered in 2020 and lives in Erith, in the London Borough of Bexley. She operates all year round, from 7.30am to 6pm on Monday to Thursday, and from 7.30am to 5pm on Friday. She works with two assistants. The childminder and one assistant hold an early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder and inspector completed a joint observation and discussed the teaching.
- The inspector observed the quality of education being provided and assessed the impact on children.
- The inspector talked to the childminder and her assistants at appropriate times during the inspection and took account of their views.
- 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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