

Childminder report

Inspection date: 7 February 2023

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 very happy within this calm and nurturing setting. They show excitement and enthusiasm during their play. Children interact in a very positive way with the childminder and her own child, showing care and affection for them. Children make good progress in their learning. The childminder uses children's personalities and interests to plan experiences that help them progress in all areas of development.

During a planned activity, children focus intently on filling numbered containers with jelly. They show great delight in offering the full cups to the childminder and visitors. Children follow their own ideas and turn the activity into role play. They develop very good language and communication skills. The childminder always models the correct use of vocabulary. She attracts children's attention by a gentle touch and helps them to focus on what she is saying. Children hear language to describe what they are doing as they play. This helps them to connect words with actions.

Children follow the setting's routine and boundaries, such as helping to tidy up with enthusiasm when asked. Within their play and throughout the routines, children are offered acceptable choices. For example, they are given the choice to roll the balls indoors rather than throw them, or to play with something else. This helps them to think about and manage their own behaviour when they become excited and boisterous.

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

- Children learn about the world. They show awe and wonder in the nature around them. The childminder talks about the things they see on outings. For instance, children listen for birds and try to work out which tree they are in. They are prompted to think about how far they can see in the fog and compare the weather to the previous day.
- Children benefit from the childminder's passion for her setting. She seeks to improve children's experiences by reflecting and building on her knowledge and skills. For example, the childminder has developed her understanding of how to help children form attachments. She plans to help children by making an easier transition from home to her setting.
- The childminder is knowledgeable about how children's progress should be built on what they enjoy and can do. For example, she knows that children are confident in their physical skills. The children enjoy trips to the park, where they can climb, run and balance. However, sometimes, the childminder is too focused on one intended area of learning. This means she does not adapt her teaching within the activity to take into account children's immediate interests. For

example, although children are concentrating on filling containers, the childminder keeps bringing them back to numbers and counting. As a result, children's interests are not being used as effectively as they could to extend and widen learning.

- Children feel welcomed and secure in the childminder's home. The childminder exchanges clear information with parents and works with them to meet their child's individual needs. For example, children who have small appetites benefit from a flexible daily routine. This means that they can enjoy their meals at times when they are hungry and are happy to leave their play. As a result, children gain positive attitudes towards food and mealtimes.
- Children learn to keep themselves safe. The childminder uses the language of safety to encourage them to think about their actions. She reminds them of her expectations and explains the reasons why they need to listen to her.
- On outings, children listen for traffic as they cross roads. They know to stop when they get to certain points in the park as they run ahead of the childminder. This develops their sense of independence and allows them to build an understanding of safety, risk and challenge. However, on occasion, children would benefit from the childminder being more prepared for trips to the park. For example, she should pack cloths to wipe down wet equipment so that children can use it as planned.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm. She ensures that checks are carried out on people living in the premises and takes steps to make sure that they do not have unsupervised access to the children in her care. The childminder knows the signs that may indicate a child might be at risk of abuse. She is clear on the procedures to follow and who to contact should she have a concern regarding the welfare of a child. She talks to children about ensuring their own safety.

What does the setting need to do to improve?

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

- use what children are doing within activities to extend their learning and capitalise on their interests fully
- improve the preparation for outings so that children are able to benefit fully from the experiences intended.

Setting details

Unique reference number	2598810
Local authority	Bexley
Inspection number	10262817
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	3 to 3
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Erith, within the London Borough of Bexley. The childminder operates all year round, from 8am to 6pm, Monday to Thursday. On Wednesday, she takes children to a creche for additional learning experiences.

Information about this inspection

Inspector

Beverly Hallett

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 childminder.
- The inspector held a number of discussions with the childminder about her practice and her knowledge of the children at the setting.
- The childminder and the inspector evaluated an activity together and assessed the impact on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector observed the interactions between the childminder and the children.
- The inspector looked at relevant documentation, including safeguarding procedures and evidence of relevant training.
- The childminder and the inspector went on an outing to a local park during the inspection.

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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