

Childminder report

Inspection date: 1 March 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 happy in the childminder's home. They enjoy a range of interesting activities. For example, children choose to thread pasta onto string. They concentrate hard when they find it tricky. Children are learning to persevere when they find things difficult. Children develop their creative skills. They make choices about the colours they select to draw and paint. Children experiment with mixing different colours until they achieve the result they want. Children are confident as they explore. They are learning to think about what they want to create.

Children feel safe and secure in the childminder's home. They have warm relationships with the childminder, who knows them well. When children feel sad, they go to her for cuddles and reassurance. They are learning about the rules and expectations in the childminder's home. When children need help to make the right choice the childminder explains to them. Children understand how to take care of toys and each other. They behave well.

Children's language skills are well supported. They learn challenging new language and use it in their play. For example, they learn the names of new colours, such as silver, as they mix paints together. Children hear and answer questions. For example, when the childminder asks, 'What design are you making?' a child replies, 'I am going to make two eyes.' Children are deeply engaged in their play. They concentrate on activities for extended periods of time.

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

- The childminder creates a curriculum with a clear intent. She considers the individual talents of children and uses this to plan activities that the children enjoy. For example, when children have a flair for drawing the childminder plans a challenge to design a house. The childminder talks to the children about architects and how they design houses. Children take pride in their achievements. They try hard as they practise new skills.
- The childminder assesses what children know and can do. She completes daily assessments of what children have learned. She shares this information with parents. The childminder uses this to plan challenging activities each day. Children reach their developmental milestones quickly.
- The childminder teaches children new vocabulary. She keeps a record of the words young children use and understand. She repeats new language. She sings songs and teaches new vocabulary by reading stories to children. The childminder identifies what children are interested in. For example, when children enjoy the story of 'Rapunzel', the childminder uses puzzles and games to extend learning. This helps children to develop a deeper understanding of what words mean.

- The childminder understands that it is important for children to develop healthy lifestyles. She prepares healthy foods for the children. The childminder plans some opportunities for children to play outside. For example, they use scooters to go to the park and play with their friends. However, the childminder does not give children access to the outdoors every day. Children do not always fully explore the wide range of physical skills they need to develop further.
- Parent partnerships are strong. The childminder shares what children are learning with parents daily. Parents say that this helps them to support their children's learning at home. The childminder assesses children's understanding in their home language and uses words in their home language to support children's understanding. Children who speak English as an additional language are well supported.
- The childminder is a good role model and encourages children's positive behaviour. She understands the importance for children to learn about differences and talks to them about different communities and celebrations. However, the childminder has not yet extended this teaching to help children develop an understanding of how people and communities can differ beyond their own experiences.
- The childminder is reflective of her practice. She regularly attends training to support children in their learning. For example, the childminder has recently completed children's mental health training. This helps the childminder to develop strategies to support children to talk about feelings. She has used this to make sure that she listens to children and encourages them to talk freely. Children are learning to understand how they feel and express themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very strong understanding of the signs that children may be at risk of abuse or harm. She understands the risk factors that a child may be at risk of female genital mutilation. She knows how to report any concerns for a child's safety or well-being. The childminder understands the factors that may affect her suitability. She knows what to do if she has concerns relating to other adults. The childminder regularly carries out risk assessments of her setting to ensure that children are kept safe.

What does the setting need to do to improve?

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

- develop planning further to ensure that children are offered daily outdoor play to help further support their physical development and well-being
- plan a wider range of opportunities for children to learn about people, families and communities beyond their own.

Setting details

Unique reference number	2605127
Local authority	Bexley
Inspection number	10264047
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 12
Total number of places	2
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in November 2020. The childminder lives in Erith, in the London Borough of Bexley. The childminder operates all year round from 9am until 6pm, Monday to Friday.

Information about this inspection

Inspector

Kate Daurge

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistant, and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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