

Childminder report

Inspection date: 15 May 2024

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 form close attachments with the childminder and show good levels of emotional well-being. The childminder spends time settling new children into her home and builds strong relationships with them. She knows the children in her care well, including what makes them unique. Children are settled and demonstrate that they feel safe by moving independently around the childminder's home and choosing what they want to play with.

Children demonstrate a positive attitude to their learning and show resilience when faced with challenges. The childminder encourages them to learn by trial and error and engage in new experiences. For instance, when children initially struggle to fill the pipette with water, the childminder stands back and allows them to try different ways of achieving this as they practise squeezing the pipette. Children try a variety of strategies until they succeed. This approach helps children to develop a 'can-do' attitude.

The childminder is aware of children's interests and abilities. She provides a range of opportunities to enhance their learning across all areas of the curriculum. Children successfully develop the skills they need for the next stage in development, including school. For instance, they complete tasks independently, confidently engage in two-way conversations with adults and play harmoniously alongside other children.

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

- The childminder demonstrates a good understanding of how children learn and develop. Regular assessments enable her to quickly identify any emerging gaps in children's learning and provide targeted support, when needed.
- Children benefit from many opportunities to support their communication and language skills. Throughout activities, the childminder provides a commentary, models good conversational skills, and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions. For example, children join in when singing familiar songs and rhymes. However, the childminder asks questions to the children in quick succession and often only requiring a single word response.
- The childminder promotes children's early literacy and mathematical skills well into daily routines. She regularly reads to children and takes them to the library for story sessions, where the children eagerly choose books to borrow. These positive experiences help to promote children's love of reading. Children regularly count and the childminder expertly introduces the concept of time during their pretend play in the kitchen.
- Children are friendly and behave well. The childminder is a good role model. She

has a gentle approach and communicates respectfully with children. Children develop strong social skills and interact with kindness and respect. Older children offer lots of encouragement as they eagerly help younger children to achieve tasks.

- Children gain a good understanding of healthy lifestyles. The childminder encourages them to follow good hygiene routines, such as regularly washing their hands. She teaches children to make healthy food choices. Children confidently identify that foods such as fruits and vegetables are good for them.
- Children have regular opportunities to develop their physical skills. They have plenty of space to move around indoors, and lots of fresh air as they play outdoors, running around. Children develop their large muscles and smaller muscles to prepare for future learning. The childminder carefully plans regular outings into the community. This means the children learn about the world around them.
- Partnerships with parents are good. The childminder communicates well with them through regular discussions. Parents comment that the childminder provides a nurturing environment, where their children thrive. They appreciate the range of activities offered by the childminder and comment that these prepare children well for the next stage of learning.
- The childminder takes a proactive approach to developing her skills. She continually reflects on what she can do to develop her practice. She undertakes training that is targeted at improving her knowledge and considers how she can use this to benefit the children in her care.

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:

- strengthen questioning techniques to extend children's thinking skills to enhance their language development even further.

Setting details

Unique reference number	2645932
Local authority	Bexley
Inspection number	10347101
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 3
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 registered in 2022 and lives in Sidcup, in the London Borough of Bexley. She provides care Monday to Friday from 7am to 6pm all year round, except for family holidays. She holds a childcare qualification at level 6. She offers funding for children aged three and four years.

Information about this inspection

Inspector

Tracey Murphy

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 childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents wrote and shared their views of the childminder's provision, which the inspector took into account.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.

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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