

Childminder report

Inspection date: 28 June 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 are happy and enjoy their time with the childminder and her assistant. They have warm, nurturing relationships, and confidently join in play. The childminder knows children well and is responsive to their needs. She gathers information from parents about children's routines and follows these to support children in her setting. This helps children to be comfortable and settle well.

The childminder creates a stimulating, homely environment for children. She has high ambitions for all children and plans activities that build on children's interests. The childminder is passionate about her work and supports children to learn about the natural world. For example, children have daily opportunities to explore the garden, regardless of the weather. The childminder helps children learn about growth, such as sowing seeds and growing a sunflower. Children have opportunities to water and care for the plants. The childminder helps them to understand the importance of caring for the environment and plants.

All children form good friendships and benefit from a close bond with the childminder and her assistant. The childminder helps children to understand their feelings and emotions, and they read stories to support this. Children benefit from real-life experiences in the community, such as trips to different places of interest. For example, they visit parks and groups where they meet with other children, which helps them to build on their social skills.

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

- The childminder supports children's communication development well. Children speak fluently and use full sentences to express their needs and wants. She engages with children in lengthy conversation. They listen to each other and take turns to speak. The childminder and her assistant use a range of vocabulary with the children, which enhances their language. Children have many opportunities to develop a love of books both inside and outside, which they share with the childminder and each other.
- The childminder knows what she wants children to learn. She plans activities around children's interests and around building on what they can already do. However, on occasion, plans for children's next steps are not implemented as well as possible to ensure the needs of the individual child are consistently supported.
- The childminder provides opportunities for children to develop their mathematical language, for example, their understanding of amounts, 'small' and 'big'. They learn about colours as they paint and how they change when mixed. The childminder and her assistant help children to develop their awareness of shapes. However, opportunities to extend their knowledge are not

utilised consistently well. For example, understanding concepts, such as simple grouping and adding another, and asking how many more they will have.

- The childminder prioritises children's emotional well-being. She gathers information from parents before children start and offers settling-in sessions that meet individual children's needs. This supports children to settle quickly. They feel comfortable and confident in the setting. The childminder models being respectful and polite, saying, 'please' and 'thank you'. She helps children to understand their feelings and emotions with clear guidance and support. Children's behaviour is good.
- Children are independent and are secure in their ability. The childminder and her assistant provide guidance and encouragement where needed. They carry out simple tasks for themselves. For example, putting on their own shoes, peeling and chopping their own bananas.
- Partnerships with parents are strong. Parents value the childminder's experience and the support both the childminder and her assistant give them. Parents speak highly of the progress their children are making and the support for their child's learning at home.
- The childminder establishes positive partnerships with other settings that children also attend and communicates effectively with them. For example, she shares relevant information about the progress and development children are making to ensure consistency in their care and learning.
- The childminder is very reflective and knows her own strengths and areas she would like to develop further. With her assistant, she attends a range of training that links to children's learning and supports continued professional development.
- The childminder supports children's understanding of keeping them safe and healthy. They learn about the importance of putting on sun cream before going into the garden when it gets hot. The childminder encourages children to wash their hands before eating. They visit the park with the children and have daily access to the garden where they exercise and develop their physical skills.

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:

- review the way activities are carried out to ensure the individual needs of children are consistently supported
- extend opportunities to enhance children's early mathematical skills even further.

Setting details

Unique reference number	2654266
Local authority	Bexley
Inspection number	10350631
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	2 to 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the London borough of Bexley and is available for work Monday to Friday from 7.30am until 6pm all year round. The childminder holds a qualification at level 3 and her assistant has a qualification at level 2. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Marvet Gayle

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 spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder completed a joint observation with the inspector.
- The inspector spoke to the childminder's assistant and children during the inspection.
- Parents shared their views of the childminder's setting with the inspector, both in person and in writing.
- 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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