

Childminder report

Inspection date: 15 August 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

The childminder creates a warm and welcoming environment where children can flourish in all areas of their learning and development. Children confidently negotiate the safe and well-designed space to take part in the engaging activities and experiences that form the childminder's ambitious curriculum for children. Children show sustained interest and focus on tasks. They spend time problem solving the best way to stack blocks together to make their structures as sturdy as possible. Children use their past experiences and knowledge of local buildings to give names and meaning to the structures they are building.

The childminder has high expectations of children. Children are encouraged to be independent, using the bathroom by themselves and washing their own hands. Children are beginning to make their own choices, selecting which snacks they would like from their lunchbox during afternoon snack. Children show care and respect for their environment. They help to sweep up crumbs when they have finished eating and put resources away in the correct places when they are finished.

The childminder is a positive role model for children and as such the behaviour of children is good. Children display impeccable manners, saying please and thank you when given items. Children are kind and considerate towards the feelings of others.

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

- The childminder knows her children well. She talks in depth about the progress they have made and how she continues to plan for they need to learn next. Children are well prepared for the next stage of their learning journey.
- The childminder fosters in children a love of books and literacy. Children regularly visit the library with the childminder and have access to a wide range of different reading materials. Children look through books independently, turn the pages with care. Children light up with enthusiasm when sharing books with the childminder. They animatedly point at objects on the front cover discussing what they can see. While reading the childminder takes regularly pauses for children to talk about what is happening and what might happen next.
- The childminder provides children with a range of experiences that enables them to securely embed their knowledge and understanding around different topics. However, on occasion when children clearly demonstrate secure knowledge the childminder misses opportunities to offer them further challenge to really understand if they are ready to test what it is they know and can do.
- Children develop a love of nature and the world around them. In the garden children help nurture fruit trees, water plants and leave food out for the birds.

Children observe and discuss changes in the environment such as how the wind makes the trees move and the sounds of planes overhead.

- Under the praise, guidance and encouragement of the childminder, children develop a positive sense of their own self worth and capabilities. Children demonstrate high self-esteem and a resilience in persevering when tasks get tricky. Children are very confident and talk with excitement about starting reception.
- The childminder supports children to adopt healthy lifestyles. The childminder works in partnership with parents to ensure food brought into the setting is healthy and nutritious. The childminder talks to the children about the positive effect healthy foods has on their body. For example, giving them energy to run around the garden playing football.
- Partnership with parents is good. Parents speak with passion about the difference the setting has made in their children's learning and development journey. Parents describe the loving and caring environment that the childminder provides that enables them to have complete peace of mind when leaving them.
- The childminder is an avid believer in continuing her own professional development and continues to engage with training opportunities related to her childminding role whilst also continuing her own higher education.
- The childminder is reflective and seeks regular feedback from parents and children alike to continue to develop her services. The childminder works collaboratively with other professionals, most recently meeting with children's reception schoolteachers to share information ahead of this transition.

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:

- consider how to offer children further challenge when they show competence in completing tasks to allow them to continue to develop their knowledge further.

Setting details

Unique reference number	2657982
Local authority	Bexley
Inspection number	10350758
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 4
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Welling, in the London Borough of Bexley. She is available to mind Monday to Friday, from 8am-6pm, throughout most of the year. The childminder holds a level 6 qualification. The childcare accepts early education funding for eligible children.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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