

Childminder report

Inspection date: 11 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

The childminder and her co-childminder provide a warm and welcoming environment. Children arrive happy and confidently say goodbye to their parents at the door. They form strong bonds with the childminder and enjoy cuddles when needed. The childminder is attentive to children's needs and offers reassurance. This helps children to feel safe and secure. The childminder promotes children's independence well. Children know the routine and take off their shoes and coats on arrival. They make choices and settle quickly at activities with their peers. The childminder has high expectations for childminder's behaviour. As a result, children behave well and respond to gentle reminders.

The childminder works well to provide a broad and ambitious curriculum, which prepares children for their next stage of learning. She takes children on trips to the library, park and soft-play centres. The childminder uses these visits to extend children's physical and social skills and extend their knowledge of the local community. Children learn about life cycles and growth. They increase their understanding of nature and the world around them. Children excitedly find slugs and spiders in the garden. They use magnifying glasses and discuss the size and features with the childminder, who extends their language and mathematical skills further.

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

- The childminder gets to know children and their families well from the start. She visits children at home and collects detailed information about their previous experiences, routines and interests. This helps the childminder to plan their curriculum for children's learning. The childminder uses observations and identifies next steps in learning to help children to achieve well. She completes the progress check when children are aged between two and three years. The childminder discusses children's progress with parents and shares any concerns.
- The childminder places a strong emphasis on children's communication and language skills. She engages with children as they play and provides a commentary. Stories and singing happen daily and children enjoy retelling stories with props. They know familiar texts and learn new vocabulary. The childminder supports them to extend their sentences and become confident communicators.
- Parents speak highly of the childminder. They say that she provides high-quality care and learning for their children. Communication is good and the childminder regularly updates parents about their children's next steps in development and ideas to continue their learning at home. Parents state that their children have developed their confidence, independence, language and mathematical skills since attending the setting. Children make good progress.
- Children benefit from the outdoors environment and physical activities to

develop their large muscles. They enjoy chasing their peers through the tunnel and travelling in different directions. The childminder supervises children as they use the slides and play ball games to develop their balance and coordination. She talks to children about healthy food, good hygiene routines and the importance of cleaning their teeth to extend their understanding.

- The childminder skilfully weaves mathematics through daily activities and routines. Children have a good understanding of number and regularly count. During activities, children learn to correspond numbers to objects and receive praise. They know the names of shapes and use different mathematical language as they play. The childminder regularly asks questions. However, these do not always support children to think for themselves or provide further challenge.
- The childminder supports children to develop some understanding of diversity. For example, she shares stories, uses activities and teaches children about different festivals. Children regularly talk about their families and home lives as they play. However, the childminder does not always build on this knowledge or extend conversations to help children to recognise the similarities and differences between themselves and others.
- The childminder is proactive in keeping her knowledge and understanding up to date. She regularly completes training and uses what she has learned to benefit children. For example, the childminder has improved how she shares stories. She identifies her strengths and areas for improvement. The childminder evaluates her practice and seeks feedback from parents to help with making changes.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- extend the use of questioning to provide further challenge and support children to think for themselves
- strengthen opportunities for children to learn about people and communities that are different from their own and understand their own uniqueness.

Setting details

Unique reference number	2661793
Local authority	Bexley
Inspection number	10260196
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She works with a co-childminder in Thamesmead, in the London Borough of Bexley. The childminder provides care between 9am and 3pm, Monday to Friday, during term time. The childminder offers funded early education for two-, three- and four-year-old children. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Helen Craig

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 and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their verbal and written views with the inspector.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- 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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