

# Childminder report

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Inspection date: 8 October 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm, safe and homely environment where children are confident to explore with curiosity. The childminder has developed strong relationships with children. They seek her out to share experiences, laughing as the childminder lays on the floor with her legs in the air while doing farm yoga poses. The childminder has an ambitious curriculum in place, using themes to tailor activities around the interests and developmental needs of all children.

The childminder has high expectations of children and encourages them to be independent. Children's voices are heard, and they are given choices over what they would like to do next and which fruits they would like for snack. Children are secure within the environment and understand the routine of the day. As they prepare to get ready for the garden, children clasp their hands and bounce in excitement as they wait for their friends to join them in their welly boots and coats.

The childminder offers children lots of praise and encouragement. As they complete a mathematical task around shape, colour and size, the childminder demonstrates how to match each section but then allows children to problem solve, staying nearby in case children need further support.

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

- The childminder knows the children well and talks in depth about the progress children have made since beginning at the setting. The childminder accurately tracks the development of all children, ensuring they have appropriate next steps in place that build on what they know, and introduce what it is they need to learn next. Children are well prepared for the next stage of their learning.
- The childminder provides a language-rich environment for children. She offers children a narrative as they play in both their home language of Lithuanian and in English. Children converse easily with the childminder, answering her questions and sharing what they are doing. Children enjoy stories and songs, joining in with familiar phrases and actions and wiggling away in time to the music.
- The childminder provides children with a range of natural materials from which they can develop their own imaginative play. In the mud kitchen children spend long periods of time engaged in mixing their own donkey food, scooping out the innards from pumpkins, measuring out lentils and pouring water from a dispenser. They display high levels of focus and concentration as they manipulate different tools such as play knives, spoons and other kitchen utensils to achieve their goals.
- At the present time, the childminder does not have consistent strategies in place to help children understand about sharing and taking turns. The childminder

tries to have enough resources in place for all children to have one of something each. However, when this is not the case, and children must wait or share resources, the childminder does not facilitate this effectively, meaning some children become frustrated waiting for a turn that does not come.

- The childminder uses her local environment to enhance the experiences of children. They regularly go on nature walks to collect leaves and visit soft play centres. They take trips to the local library to borrow books around different themes of learning and visit local playgroups. The childminder recognises the importance of providing children with opportunities to socialise with other children and develop their physical skills in a variety of environments.
- The childminder is an advocate for the promotion of healthy eating. She has developed a nutritious and well-balanced menu that is exciting and encourages children to try a wide range of fruits and vegetables. Children eagerly help to wash fruits, such as blueberries and strawberries, for snack. Parents compliment the 'healthy and hearty home-cooked meals' offered to their children.
- The childminder is reflective in her practice and seeks feedback from parents to continue to improve her practice. She regularly attends her local authority childminding forum to ensure she keeps up to date with best practice and meets with other childminders.

## 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:**

- develop consistent strategies to support children to understand how to share and turn take with others, to further develop their social skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2675040                                                                           |
| <b>Local authority</b>                             | Bexley                                                                            |
| <b>Inspection number</b>                           | 10360085                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 2                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022. She lives in Bexleyheath in the London borough of Bexley. She provides childcare on weekdays, from 8am-6pm, for most of the year. The childminder has completed training relevant to her role. The childminder accepts early education funding for eligible children.

## Information about this inspection

### Inspector

Natalie OLeary

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are 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.
- The inspector observed the interactions between staff/the childminder and children.
- 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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