

Childminder report

Inspection date: 15 October 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 provides a warm and nurturing environment in her home. Children returning to her setting after a long break settle remarkably well. The childminder gathers information from parents regarding new skills that children have learned and new interests to build into her curriculum. Children are comfortable in the childminder's care and approach her for reassurance and cuddles throughout the day. They are inquisitive learners and explore the interesting range of toys that the childminder provides. Children freely choose what they want to play with. During children's free play, the childminder observes and listens to their interactions and supports them when help is needed.

The childminder has a clear awareness of what she wants children to learn. Her curriculum is focused on encouraging children to develop their language and social skills, and children are very confident communicators. The childminder supports children to develop their social skills and build their friendship groups through regular trips to local playgroups and play dates at local woodlands and ruins with other childminders.

Children are developing their independence very well. The childminder supports children to have a go when putting on their outdoor boots and coats and giving them time to wash and dry their hands.

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

- Children are keen and enthusiastic learners. The childminder provides resources and gives children the time to enable them to act out role-play scenarios. The older children impressively use their prior knowledge of first-hand experiences, such as making potions in muddy puddles. They pretend to make potions to mend their broomstick using natural resources in the play kitchen. The childminder skilfully links this to their favourite book as the children re-enact the story. This shows how well children love books and use their imaginations.
- The childminder provides many opportunities for children to develop their physical skills. The childminder supports their large-muscle skills when outside the setting. She takes children to the local parks and woodlands daily, where they are encouraged to exercise and increase their stamina and strength. Children demonstrate good hand-eye coordination as they add conkers to tubes. This supports children's development of skills that prepares them well for their future education.
- The childminder creates a language-rich environment. She talks to the children all the time. She narrates their play and exposes them to a wide range of vocabulary. The childminder asks children questions, giving them time to answer and offers answer choices when needed. Younger children's communication skills

are supported well as the childminder supports language that is used with gestures, encouraging them to copy. All children make good progress in their language development.

- Mathematics is woven into all areas of the curriculum. For example, the childminder supports children to eagerly count during familiar number rhymes and stories. They confidently fill different-sized tubes, understanding the bigger tube has more than the smaller one and recognising repeat patterns. In the garden, the childminder encourages children to test how much water different-sized spoons and scoops hold. The childminder supports children well to develop their knowledge of early mathematics.
- The childminder works hard to teach children good manners. She has clear behavioural expectations, which children generally respect. Children demonstrate a good attitude to experiences and their learning. They benefit from plenty of warm praise and encouragement from the childminder. However, she does not fully promote children's awareness of expected behaviours, such as sharing or using 'kind hands'. This does not consistently support children to be fully aware of how their actions make others feel.
- The childminder regularly reflects on her practice and adapts her setting to meet the individual needs of the children in her care. She takes account of children's particular interests to help with planning activities that inspire children and motivate them to learn.
- Parents speak highly of the childminder. They comment that they are kept well informed about the daily activities their children are engaged in. The childminder has clear intentions for children's learning. This helps support children's learning at home.

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:

- build children's awareness of expectations further to help them develop an understanding of how their actions can make others feel.

Setting details

Unique reference number	2675864
Local authority	Bexley
Inspection number	10360089
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	3
Number of children on roll	5
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. The childminder operates term-time only, from 7.30am to 5.30pm, Monday to Thursday. She holds a childcare qualification at level 6 as well as early years professional status.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Parents shared their written views of the setting.
- 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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