

Childminder report

Inspection date: 26 March 2025

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 settle well in this caring, organised home. The childminder has close bonds with children and values each child highly. She ensures that children enjoy activities by linking them to their interests and skills. The childminder ensures that her routines for new children are linked to what children are used to at home. This helps children to feel secure and content. She has high expectations of children and manages their behaviour successfully. The childminder is calm and fair and uses praise to motivate children to behave well. Children act in positive ways.

Activities across the curriculum are interesting and varied and all children make good progress. The childminder teaches children good mathematical skills. She uses words such as 'big' and 'little' to support children's mathematical vocabulary. The childminder teaches children how to count objects as they play and teaches them how to recognise numerals. She asks children about the shapes they make from play dough and teaches them shape names. The childminder supports children's communication, language and literacy development successfully. She questions children effectively and reads a wide variety of stories to children and sings songs and rhymes. This helps to develop their growing vocabulary skills well.

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

- Children learn to do things for themselves and, sometimes, help to prepare their own lunches. They select toys and resources of their choice and help to tidy up after play. The childminder teaches children how to put on their coats and shoes. Children say please and thank you and are well mannered. They learn to share and take turns well, for instance they share play dough between themselves.
- The childminder works effectively with parents. She provides regular updates on children's care and progress in flexible ways. For instance, the childminder completes daily diaries for children to share with parents and she talks with them each day. The childminder works well with parents to support children's development in areas, such as potty training.
- The childminder is keen to keep her skills and knowledge up to date. She attends a variety of training courses, such as supporting children's physical development. This has led to greater understanding in this area and improved outcomes for children. The childminder reflects on her work and sets goals to build ongoing improvements.
- Children develop good physical skills. The childminder ensures that children have daily opportunities to run, climb, balance and play ball games outdoors. She supports children's small-muscle development through a range of activities, such as jigsaw puzzles and drawing.
- Children enjoy a range of creative activities that the childminder plans for them. They make pictures using chalk, crayons and paint. Children make models from

play dough and enjoy exploring sounds using musical instruments.

- The childminder has healthy routines in place for children. She provides nutritious food and daily physical challenges and teaches children about the value of eating well. For instance, during pretend home play, the childminder teaches children that milk helps to keep their teeth and bones strong. The childminder talks to children about how to keep their teeth and gums healthy and children gain good oral hygiene awareness. For instance, she provides dental play kits for children to learn how to brush their teeth.
- The childminder keeps children safe in her environment. She carries out regular risk assessments in her home to reduce the risk of hazards. The childminder teaches children about road safety and how to use stairs with care and caution. This helps children to act in safe ways.
- The childminder has begun to teach children some aspects of understanding the world through her curriculum. For example, she teaches children names of different animals. However, the childminder has not fully developed her curriculum to cover changes in nature, such as how things grow, to extend children's learning further.
- The childminder occasionally talks to children about some feelings, such as happiness. However, her curriculum has not been fully developed to cover a broader range of feelings to support children's understanding of themselves and others.

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:

- strengthen the curriculum to support children's understanding of the world further, particularly in relation to changes in nature, such as how things grow
- develop children's awareness of a wider range of feelings to support their well-being.

Setting details

Unique reference number	2679004
Local authority	Bexley
Inspection number	10372604
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	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Welling in the London Borough of Bexley. The childminder provides care for children from Monday to Friday, from 7.30am to 6.30pm all year round and is closed on public bank holidays. She accepts government funding for childcare places. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector
Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The childminder carried out an activity and evaluated this with the inspector.
- During the inspection, the inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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