

Childminder report

Inspection date: 28 April 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 play happily in this rich learning environment. The childminder organises her setting to give children plenty of space and many toys and activities to choose from. The childminder is bilingual and teaches children in English and Chinese. Children form strong bonds with the childminder. They demonstrate that they feel confident and secure.

The childminder knows children very well. She uses her knowledge of their interests and her understanding of child development to plan a broad curriculum and a structured programme of educational activities. Children make quick progress across all areas of learning. They are curious and eager to learn. When children hear noises from next door, they gesture to the childminder, who lifts them up to look over the fence and watch the builders in the neighbouring property. Children display a love of books and reading. They ask the childminder to read their favourite story. Children concentrate well as they sit close to her and join in as she reads.

Children have many opportunities for fresh air and exercise. They play in the childminder's garden every day. Children eagerly join in with action songs and rhymes. This supports their language and motor skills. Children are interested in nature. They enthusiastically fill small watering cans and help the childminder to water the garden plants. The childminder explains to children that plants need extra water in the hot weather. This helps to extend children's understanding of the world around them.

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

- The childminder makes accurate assessments of children's progress, which she uses effectively to plan their next steps in learning. She plans a balanced schedule of activities based on children's learning needs.
- The childminder has high expectations for all children. She uses her knowledge of child development to identify any gaps in their learning. The childminder knows what to do if she has concerns about a child's progress and is aware of local resources where she can seek advice and additional support.
- The childminder skilfully links children's present activities to their past experiences. For example, as children water bean plants in the garden, the childminder reminds children of the story of 'Jack and the Beanstalk', which they read recently. The childminder often repeats activities, to help to further embed children's learning.
- The childminder seizes every opportunity to help children to acquire new knowledge and skills. She frequently asks open-ended questions. However, on occasion, she does not allow children time to answer before asking another

question or providing the answer. This limits children's ability to express their own ideas and thinking.

- The childminder supports children who speak English as an additional language very well. Children delight in telling the childminder words in their home languages. The childminder uses an app on her phone to translate them into English. The childminder provides additional resources, such as dual language books, to further support their learning. This helps children to become confident communicators in their home languages and English.
- The childminder has established strong working relationships with parents and carers. Parents speak highly of the childminder. They describe her as 'dedicated'. Parents praise the nutritious meals the childminder provides and the educational activities she offers. The childminder works closely with parents to meet children's needs and support their independence. As a result, children settle quickly into her care and develop into confident learners ready for the next stage in their education.
- Children are well behaved and are very sociable. Toddlers play happily alongside one another. The childminder quickly steps in to help them to resolve minor conflicts. She helps children to understand the expectations for their behaviour as she patiently explains the consequences of their actions. For example, the childminder explains what will happen if children throw sand and how it will hurt their friends if it gets in their eyes.
- The childminder is ambitious for her own professional development. She attends training to expand her existing knowledge and skills. The childminder completes mandatory training, such as paediatric first-aid and safeguarding training. This ensures that she is always aware of current best practice to keep children safe and enables her to continually improve learning opportunities for all children.

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:

- review interactions to ensure that children receive appropriate time to think and answer questions.

Setting details

Unique reference number	2680279
Local authority	Bexley
Inspection number	10367962
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 5
Total number of places	6
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 operates all year round, from 8am until 6pm, Monday to Wednesday. She has a childcare qualification at level 2. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Anita Rickaby

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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.
- The inspector observed the interactions between the childminder and children.

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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