

Childminder report

Inspection date: 6 January 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

The childminder establishes secure attachments with children. This is evident as children seek comfort and reassurance, when needed. Children feel safe and emotionally secure. The childminder supervises children and communicates effectively with them. Children show delight in expressing themselves in English and their home language. This promotes children's self-confidence and it extends their vocabulary. The childminder is attentive to children's care needs. She teaches children how to wipe their noses and dispose of the used tissues properly. As a result, children show good levels of self-care and independence skills.

As part of the childminder's curriculum, she uses her local environment to enrich children's learning experiences. For instance, she takes children to playgroups to enable them to play with other children. Children also enjoy song and rhyme times at the local library. These experiences teach children essential skills, such as social and language abilities. The childminder sets clear behavioural expectations and reminds children of them. For instance, she encourages children to treat toys with care. Children are learning to listen and develop good manners. They enjoy playing and giggle as they build 'cars' with building blocks. Children are motivated learners and engage happily in activities.

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

- The childminder has made a strong start to her childminding career. She is dedicated and works hard to provide quality care for children. This supports children's emotional well-being effectively.
- The childminder provides children with a range of home-cooked and healthy meals. She also helps children learn about good hygiene practices, such as regular handwashing. Children gain an awareness of germs and how they spread. This promotes children's healthy lifestyles.
- The childminder has attended training on how to complete the progress check at age two and report. She uses her knowledge from this training to identify any gaps in children's learning, such as in their language development. This helps children to progress well from their starting points. However, the childminder does not always make good use of the information collected from her observations to plan a more coherent and sequenced curriculum. For example, some activities do not provide sufficient focus on what children need to learn next.
- Children have plenty of opportunities to look at multicultural books in various languages besides English. They also count and name colours in their home language, showcasing their linguistic skills. The support for children who speak English as an additional language is strong. Children also gain a good understanding of mathematics and the world around them.

- The childminder fosters a positive relationship with parents. Parents and grandparents agree and report they are 'very happy' with the childminder. They particularly praise how the childminder prioritises children's emotional well-being. However, the childminder does not consistently liaise with parents about supporting children's learning and development at home. This does not promote a consistent approach to children's educational and care needs.
- Children enjoy role play. They dress up as doctors and nurses and listen to each other's heartbeats with stethoscopes. The childminder participates in children's play, adding to their enjoyment. These opportunities enhance children's creativity and imagination well.
- The childminder supports the development of children's early literacy skills to prepare them for school. For example, she encourages children to draw and practise their mark-making skills. Children tell the childminder enthusiastically 'I did it!' and describe their creations as a 'cat' or a 'car'.
- Children demonstrate positive behaviour. They play together well and show affection for one another. This nurturing environment fosters friendships and enhances their social development.
- The childminder implements her medication policy well. She obtains written consent from parents and carers, as required, to administer medication to children. This helps to protect children's health and safety.
- The childminder actively gathers feedback from parents and other professionals to assess the quality of her services. For example, in response to a request from parents, she reviewed hygiene practices at the setting. This effort contributes to creating a cleaner and more welcoming environment for 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:

- plan and implement the curriculum more precisely for children, to build on and extend children's learning
- strengthen partnerships with parents to enhance children's learning at home and ensure a consistent developmental approach.

Setting details

Unique reference number	2698441
Local authority	Bexley
Inspection number	10372166
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the London Borough of Bexley. The childminder holds a relevant childcare qualification. She offers childcare services from 9am until 6pm, Monday to Friday, all year round. The childminder provides government funded places for childcare.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder and inspector completed a learning walk of the setting and discussed the early years curriculum.
- The inspector carried out a joint observation with the childminder.
- Parents and grandparents shared their views on the quality of the provision with the inspector.
- Children spoke and engaged with the inspector during the inspection.
- The inspector checked the relevant documentation, including evidence of the childminder's suitability to work with children, paediatric first aid and safeguarding certificates.

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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