

Childminder report

Inspection date: 27 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

The childminder provides a friendly and nurturing environment at her home, where children feel safe and secure. Children are happy to attend the setting. They have developed strong attachments with the childminder. The childminder is caring and very attentive to children's changing needs. For example, she recognises when children are tired, hungry or need a cuddle. The childminder provides praise and offers reassurance. This helps all children to build their confidence and develop their self-esteem.

The childminder plans and provides a child-centred curriculum that builds on all children's interests and previous experiences. For example, children enjoy exploring different musical instruments. The childminder provides demonstrations of holding the beater and encourages children to try for themselves. This extends children's hand-eye coordination as they listen and create different sounds. Children learn the names of instruments and sing a variety of songs. This helps to extend their vocabulary.

The childminder manages children's behaviour well. She helps children to understand the rules and boundaries in her setting and promotes good manners. The childminder teaches children to stay seated when they eat and provides reminders about safety. Children listen and behave well. The childminder promotes sharing and being kind. She encourages children to take responsibility as they help with tasks, such as tidying away the toys.

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

- The childminder is passionate about her role and strives to provide a high-quality service for all children. She gathers information from parents and carers at the beginning and incorporates this into her planning. The childminder provides a range of experiences to extend children's learning and prepare them for school. She uses observations and monitors children's development to minimise any gaps in their learning. This helps all children to make good progress.
- The childminder promotes children's communication and language effectively. She engages in conversations as children play and provides a commentary. The childminder asks questions and introduces new vocabulary. She encourages children to repeat words and join words together to extend their sentences. Children enjoy sharing stories and singing, which helps them to learn a wealth of new language.
- The childminder broadens children's experiences and teaches them about other faiths and cultures. Children regularly go on trips in the community, visit churches and attend groups. This develops children's social skills and gives them an understanding of others. The childminder explores different festivals and

shares stories with children. This supports children to learn about different families and what makes them unique.

- Partnerships with parents are well established. Parents state that they are very happy with the caring childminder and the service she provides. Communication is good and they receive regular updates on their children's learning, next steps in development and ideas to continue learning at home. Parents comment that their children have extended their language, grown in confidence and learned to use good manners since starting at the setting.
- Children learn about the importance of healthy lifestyles at the childminder's setting. They spend time outdoors and develop their physical skills. Children learn to manoeuvre sit-on toys and kick and throw balls. This helps to develop their large-muscle movements. The childminder provides balanced snacks and meals. She encourages children to eat more fruit and vegetables and drink water.
- The childminder provides a range of exciting activities. These are both adult- and child-led, and she encourages children to make choices. The childminder engages well as children participate in painting to make Mother's Day cards. Children learn the names of colours and mix paint to extend their fine motor skills. The childminder plans learning intentions. However, these are not always implemented to support all children's learning effectively.
- The childminder intentionally extends children's understanding of mathematics during their play. She regularly counts with children and uses her fingers to demonstrate different numbers. Children learn about shapes and sizes as they play with the train track and extend their imagination as they make tea for the dolls. Children show good levels of concentration as they complete puzzles.
- The childminder has completed some continued professional development and seeks views from parents. However, she does not recognise during her evaluation process how to identify her own strengths and areas for improvement to ensure the best outcomes 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:

- review the implementation of learning intentions for focused activities to help maximise learning outcomes for all children
- strengthen evaluation of practice to identify and address areas for improvement.

Setting details

Unique reference number	2699266
Local authority	Bexley
Inspection number	10380597
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	0
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and is located in the London Borough of Bexley. The setting is open all year round, apart from the childminder's holidays, from 7.30am until 5pm, Monday to Friday. The childminder has a childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact this has on children's learning.
- The inspector spoke to parents, read written reports and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including the childminder's paediatric first-aid certificate, qualifications, insurance and suitability checks.

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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