

Childminder report

Inspection date: 14 July 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	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

The childminder helps children to flourish and feel safe and secure. Her environment is well organised and enabling for children. Children start their day in the garden with eagerness and excitement. They dash to check on the plants and seeds they are growing. The childminder plans an ambitious learning programme which supports children's learning in meaningful ways, such as making their own musical instruments. She has an emphasis on children learning in the community, such as through playgroups and visiting local woodlands and parks. This benefits children's social development and helps them to make links to their local community well.

The childminder adheres to children's allergy and dietary requirements. She provides healthy meals and snacks throughout the day. This promotes children's health. The childminder is a good role model. She encourages children to play and speak kindly with each other. For example, during tidy-up routines, children collaborate to move the tables and empty water trays. The childminder supports children's behaviour. At times, when children need extra support to manage their behaviour, the childminder uses gentle redirection and praise. This promotes children's understanding of right and wrong effectively.

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

- The childminder's curriculum supports children's developing independence skills. Older children are starting to dress and undress themselves. On occasion, they choose and chop their fruit snacks. The childminder supports children to develop some of the skills that will benefit them to move on to the next stage in their education.
- The childminder invites children to be creative and think of new and different ways to use resources. However, at times, she very quickly changes the activity to an easier task. For example, the childminder changes a task from filling cups with rice using forks, to making patterns in rice with forks. This means that children do not consistently have the time to explore their own ideas and think critically.
- The childminder supports children's early language development well. She models new words for the youngest children. With older children, for example, during an adult-led experience, the childminder compares the meaning of words, such as 'covered' and 'buried'. This helps to increase children's vocabulary and understanding.
- The childminder has a good range of quality picture books. Children snuggle up and share books with her. They turn the pages in books and ask simple questions. This supports children's love of reading and early literacy development.

- The childminder sequences her learning programme for physical development well. Older children enjoy using spray bottles to water the plants. The childminder plans an array of activities with a focus on physical development that children access independently. Younger children enjoy scooping, pushing and picking up rice with their hands and spoons. All children have opportunities to practise their small and large muscle skills.
- The childminder teaches children early mathematical concepts in interesting ways. For example, children delight in counting and attempting to sort the crockery from the water tray. They also enjoy singing number nursery rhymes. This helps children to develop an understanding of early mathematical concepts.
- The childminder is proactive in accessing professional development. She reflects on her practice and training, ensuring that all mandatory training is up to date. The childminder identifies specific training to support positive outcomes for children. For example, she has completed an outdoor learning course to promote children's physical development further.
- Parents and carers comment that their children are happy at the setting. They find the childminder approachable and friendly. Parents receive information about their children's progress through daily discussions with the childminder. She shares ideas about how parents can further support their children's learning at home. This promotes children's next steps in learning.

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:

- develop the learning programme to promote children's critical thinking and allow them to explore their own ideas.

Setting details

Unique reference number	2756379
Local authority	Bexley
Inspection number	10407146
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 September 2024

Information about this early years setting

The childminder registered in 2023 and lives in Erith in the London Borough of Bexley. She operates during term time, from 8.30am to 6pm, Monday to Thursday, except for bank holidays. The childminder holds a relevant childcare qualification at level 6. She provides government funded childcare.

Information about this inspection

Inspector

Anne-Marie Giffits

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector gathered comments from parents about their children's experiences at the setting.
- The inspector interacted with children during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025