

Childminder report

Inspection date: 17 September 2024

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 has a good understanding of the different needs of children. She works closely with parents to ensure that children's individual needs are met. Children in her care demonstrate that they feel very safe and secure. The childminder's curriculum is broad and ambitious. Children take part in varied learning experiences that match their ages and stages of development. The childminder provides an inclusive learning environment and implements effective teaching strategies to help ensure that all children, including those who require additional support with their learning, make good progress from their starting points.

The childminder and her assistants plan learning experiences that capture children's interest. For instance, children enjoy learning about good dental hygiene as they role play with dough and pretend teeth. The childminder extends this activity by asking relevant questions so children can share their experiences about previous visits to the dentist. This helps to build on children's speaking and listening skills as well as their independence.

The childminder sets high expectations for children's behaviour. She implements highly effective strategies to help children understand the expected behaviour boundaries. She constantly reminds children to be kind and respectful to each other. On the rare occasions when children's behaviour falls short of what is expected, the childminder quickly intervenes, adapts her approach and works closely with parents to address and improve the behaviour. Children are considerate of each other and play together extremely well.

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

- The childminder places a strong focus on nurturing children to become independent and confident individuals. She ensures that children are given a voice in the setting and feel valued. The childminder listens to children and takes their views into consideration. Children make confident decisions about what they would like to play with and learn. They demonstrate a positive attitude to learning. For instance, they maintain good focus and concentration while taking part in a treasure hunting activity. The children look around the garden to find treasures that match the picture cards.
- The childminder supports children's communication and language development well. She creates opportunities for children to ask questions, repeat words and answer back. The childminder recognises the importance of introducing younger children to books and songs to help their emerging language. Children enjoy singing and dancing to different nursery rhymes and take a keen interest in storybooks. Older children are confident communicators and use a wide range of

vocabulary.

- The childminder is clear about the skills that she wants children to acquire before they move on in their education. She regularly observes and assesses children's progress to help her identify any gaps in their learning and development. However, occasionally, the childminder is not able to identify clear next steps in children's learning, to help her plan effectively and ensure that children make secure progress across all areas of learning.
- Partnerships with parents are exceptionally good. The childminder gets to know the children and their families well to help meet children's needs. Communication between the childminder and parents is strong. The childminder keeps parents up to date with what their children are learning and the progress that they are making. Parents speak highly of the childminder and the quality of care and learning that their children receive.
- Children benefit from a range of learning experiences and activities to develop their curiosity and fine motor skills. For instance, babies enjoy exploring different textures, such as sand, mud and water. Older children take part in lots of filling and pouring activities to develop their manual dexterity skills. The childminder provides daily opportunities for outdoor play and supports children to learn key skills, such as how to ride a bike and climb apparatus safely. These opportunities help children to improve their physical development. However, the childminder's current sleeping arrangements do not successfully support children's physical development. Children are placed and strapped in pushchairs, which inhibits their ability to move and turn around while sleeping. This does not support children's gross motor development.
- The childminder works closely with her assistants and monitors their practice well. The childminder and her assistants are exceptionally good at supporting children's social and emotional development. They implement a consistent behaviour management approach to help children learn what behaviour is acceptable and what is not. Children behave well, and those who need gentle reminders get the attention and support they need to help them learn about the expected behavioural boundaries.

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:

- enhance understanding of observation and assessment to precisely identify children's next steps in learning and use the information to plan effectively to

help children make even better progress in their learning and development

- review and improve the current sleeping arrangement to successfully support children's physical development.

Setting details

Unique reference number	2759198
Local authority	Bexley
Inspection number	10349500
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 8
Total number of places	18
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023 and lives in the London Borough of Bexley. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants at any given time.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with the childminder's assistants and children at suitable times.
- Some parents shared their views with the inspector, and this was taken into account to evaluate the effectiveness of partnership working with parents.
- The inspector and the childminder carried out a joint observation of a group activity.

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 2024