

# Childminder report

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Inspection date: 20 January 2020

|                                              |                    |
|----------------------------------------------|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Good</b>        |
| Overall effectiveness at previous inspection | Good               |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are safe, and thrive in the childminder's home. The childminder provides an environment that is highly inclusive, where all children make good progress. Children with special educational needs and/or disabilities (SEND) learn well from where they started. Children freely explore the environment and make choices about what they would like to do. Children with SEND confidently access sensory toys. All children develop excellent hand-eye coordination. The childminder has high expectations of them all. She provides an extensive range of opportunities for children to express their feelings. Young children demonstrate this ability very well when they place their hand on the mood board to describe how they feel. This builds their confidence and self-esteem to high levels. Additionally, children develop strong communication skills. Children have formed strong relationships with the childminder and confidently engage with other adults. They demonstrate that they are emotionally secure. They share and take turns, play alongside each other very well and are extremely kind and caring. The childminder praises children consistently and celebrates their achievements at home and at the setting. Parents comment on the exceptional level of support they receive to build on their children's learning. For instance, children use the same resources at home to help develop their mathematical and literacy skills.

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

- The childminder is passionate about children's learning outdoors. For example, children enjoy challenging activities in the woods. Children have the opportunity to take risks as they climb trees. They enjoy counting when they search for hidden toys. Children develop good mathematical and physical skills.
- The childminder uses innovative methods to help children develop a healthy lifestyle. For instance, she extends the stories they read at snack times and mealtimes. Young children take great delight in buttering their own toast. In addition, they added banana slices and berries to make their toast look like a bear. Children display high levels of independence skills.
- From a young age, children learn to understand the impact of different types of sugar. They brush their teeth after lunch, and make comments such as 'all apples have some sugar in them'. The childminder uses large models of teeth to teach children how to clean their teeth well. Children have an especially strong understanding of good hygiene practices.
- The childminder observes children, and monitors their development closely. She works with professionals to close any gaps in their learning. The childminder plans activities based on children's interests to enhance their learning experience. For instance, children learn about the community during visits to the fire station. They take trips to London to visit museums. Children develop good social skills. All children, including those with SEND, are prepared for the next

stage of their learning and for school.

- The childminder has high expectations of children's behaviour. She shares ideas with parents to help them manage behaviour at home, and promotes a consistent approach. Additionally, children are caring towards their friends and learn how to share. They receive lots of positive praise for their efforts. This builds children's self-esteem and confidence.
- Children maintain their focus and attention during stories and songs. They take great delight in anticipating what comes next. The childminder tailors the outdoor learning to extend the story further. For example, children explore and discuss the effects of sand, water and ice. The childminder encourages them to develop a can-do attitude. Additionally, she extends their vocabulary with words such as 'melting' and 'ice age'. Children develop their mathematical and language skills well.
- The childminder reflects on her practice. She gathers feedback and shares her evaluation of the setting with parents to identify ways to improve. Although she is aware of further training to support her practice, she has not pursued her professional development to help develop her skills.
- Parents comment that they appreciate the opportunities children have to learn about diversity. The childminder plans enriching activities to celebrate cultures and religions. Parents share their traditions. For instance, older children eat using chopsticks. Young children taste homemade food from India. Children learn to value and respect each other's differences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to safeguard children in her care. She demonstrates her knowledge of child protection issues and the signs that may indicate a child is at risk. The childminder keeps her mandatory training up to date, including on wider safeguarding issues, such as the 'Prevent' duty. She places a strong emphasis on getting to know families well to help her to identify any changes in their behaviour. The childminder ensures children are continuously supervised as they play. Additionally, she completes daily checks on her home and the garden to address any potential risks. This helps to keep children safe.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- explore further professional development opportunities to focus more precisely on improving the quality of teaching and children's learning.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY221389                                                                          |
| <b>Local authority</b>             | Bexley                                                                            |
| <b>Inspection number</b>           | 10073062                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 8                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 5                                                                                 |
| <b>Date of previous inspection</b> | 24 February 2016                                                                  |

## Information about this early years setting

The childminder registered in 2002. She lives in Erith, in the London Borough of Bexley. She operates her service on Monday to Friday from 7.30am to 6pm.

## Information about this inspection

### Inspector

Angela Colman

### Inspection activities

- The inspector observed children and the childminder interacting, and discussed children's learning and development.
- The inspector looked at a sample of the childminder's documents. This included evidence of suitability checks and records of children's starting points.
- A joint observation was carried out by the inspector with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the views of parents and children.
- The childminder took a learning walk with the childminder. They discussed the safety and security of the home.

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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