

Childminder report

Inspection date: 24 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have good opportunities to explore and engage with attractive and accessible resources that reflect their interests. They show that they feel happy, safe and secure in the childminder's care. Children seek out the childminder when in need of reassurance. They respond well to the cuddles and warm affection that they receive. Children confidently interact with others, including unfamiliar adults. They follow instructions and behave well, overall. Younger children receive support to help them to share. They receive gentle explanations about the impact of their behaviour on their friends. Children experience how to care for living things, including the family pet.

Toddlers show their emerging language skills. For example, they babble and sing to themselves as they play. Some children express themselves very well. They speak with the childminder about important people in their lives and their favourite characters. Children enjoy and discuss their frequent local outings. They learn how to keep themselves safe and develop their physical skills. For example, children climb over trees and logs in the park. Children use their imaginations well. They eagerly discuss and name different superheroes as they look at comics, when they are snuggled on the childminder's lap. Younger children persist at challenging activities. They explore size, number and shape as they stack and sort objects. Children receive good support to develop the skills and attitudes that they need for successful future learning.

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

- The childminder implements an effective curriculum. She demonstrates a good understanding of how to sequence learning for children. For example, the childminder provides balloons for children to practise how to throw and catch, before they go on to use balls. The childminder builds well on what children already know and can do.
- The childminder helps children to develop and practise the skills they need for later learning. For example, the childminder encourages children to make marks on the 'screens' of electronic toys with their fingers. Children begin to use their fingers to make marks with increasing control. This prepares children well for later writing at school.
- The childminder demonstrates her high expectations of children. For example, she has back-and-forth conversations about past events with children, who are confident speakers. She introduces children to new words, such as 'conveyor belt'. Children show that they develop their language well.
- The childminder makes good use of resources in her community to extend children's learning. For example, children discuss outings to buy fruit and recall the numbers that they see on the bus. Children develop their mathematical

awareness well.

- The childminder acknowledges some well known religious events and celebrations with children, such as Diwali and Eid. However, she does not consistently plan activities or provide resources that reflect the languages or backgrounds of children in her care, or other communities. Despite this, those children who speak English as an additional language acquire good English speaking skills.
- The childminder understands the impact of the COVID-19 pandemic on children and their families. She plans activities that support children to acquire positive social skills and interact with others in positive ways. For example, children eagerly join in with turn-taking games with the childminder.
- The childminder has a calm and reassuring approach, and children listen to and follow her instructions. Children show their consideration for others. For example, they offer fruit to their friends at snack time. The childminder provides good support for children to behave well.
- Children enjoy music. They join in with the actions to songs that the childminder sings. Children shriek excitedly as they jump, bounce their bodies and play instruments. The childminder supports children to use their bodies in a range of enjoyable ways.
- Although the childminder shares regular information with parents about their children's learning experiences, she does not fully support them to understand how to build on their children's learning at home. She does not consistently share information with the staff at schools that children attend to understand how children learn best.
- The childminder provides parents with written assessments of the progress their children make in their learning. She seeks feedback from parents, who comment positively about the 'great progress' that their children make. Parents appreciate that their children are 'confident and happy'. The childminder uses training and her links with other practitioners and advisers to sustain a good service and keep up to date about current issues.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge. She has a good understanding of potential risks to children, including exposure to extreme views, unsafe technology, alcohol misuse, bullying or exploitation. The childminder is confident to recognise when a family may need additional support. She knows how to respond if a child is at risk of abuse or neglect, or if an allegation is made against herself or a family member. The childminder knows how to seek safeguarding advice and support. She is aware of when to share important information, or work with relevant agencies. The childminder implements procedures effectively, such as risk assessments in her home and on outings. The childminder provides meals that reflect children's dietary requirements. She takes steps to minimise the risk of children choking.

What does the setting need to do to improve?

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

- extend opportunities for children to recognise, value and share their languages and backgrounds, and learn about other cultures and communities
- enhance partnerships with parents and the schools that children attend, and share information which builds on children's learning.

Setting details

Unique reference number	EY232851
Local authority	Bexley
Inspection number	10073095
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 May 2016

Information about this early years setting

The childminder registered in 2002 and lives in the London Borough of Bexley. She offers care from 8am to 6pm, Monday to Friday, all year round. The childminder holds an early years qualification at level 3. She receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The childminder showed the inspector areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector considered the views of parents during the inspection.
- Documents were reviewed. These included the suitability of the childminder and household members, relevant policies and evidence of the childminder's professional development.

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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