

Childminder report

Inspection date: 26 June 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm, welcoming environment, which helps children to feel excited to attend the setting. The childminder listens and responds to children's suggestions and finds out what activities interest them. For example, children ask the childminder for ice, and she fetches them colourful ice cubes. Children are eager to hold the ice and explore it happily together. The childminder encourages the children to listen to each other and ask questions. Children feel safe and secure with their friends, who they get to know well.

Children learn to access resources independently. For example, they choose to explore colours and numbers and learn to count bears. Children confidently ask for help from the childminder, who supports them to recognise numbers and shapes. The childminder teaches children that it is alright to make mistakes. When children find activities tricky, they try again. They are learning to experience setbacks and build resilience.

The childminder helps children to carry out activities by themselves. Children make choices about what they want to eat and learn to feed themselves. They wash their hands in the bowl and help each other to put on their shoes and coats. Children are considerate of others. The childminder creates a culture of kindness in the setting. Children behave well.

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

- Overall, the childminder plans an ambitious curriculum, which considers the needs of all children. She aims to give children a wide range of learning and social experiences. The childminder understands that these rich experiences help children to be confident. Children are ready for the next stage of their education.
- The childminder plans a range of opportunities for children to practise their mathematical skills. She supports children's knowledge by asking questions. However, on occasion, the childminder gives children the answer to questions without waiting for them to respond. Children are not always fully able to think about and develop their problem-solving skills.
- The childminder has a strong understanding of child development. She rigorously assesses what children know and can do. She uses this information to plan activities that engage the children. Children feel challenged. They are motivated and excited to learn.
- The childminder is skilled at supporting children to learn the meaning of new words. She engages children in conversation throughout the day. However, she sometimes does not plan her curriculum well enough to fully support the youngest children to use expressive language. Not all children are able to practise their speaking skills in the most ambitious way.

- The childminder considers all children when meeting their care and well-being needs. When children need extra help to feel secure and safe, she creates an environment that supports them. For example, if children need time by themselves, the childminder makes sure this is available to them. She is flexible when meeting the children's needs. All children feel safe, secure and happy.
- Parents are very happy with the childminder's service. They note that children are learning new vocabulary and using it at home. Parents say that children arrive back home excited to tell them about the art and craft activities. They say that the childminder gives them support and advice, where appropriate. This helps them to support their children at home.
- The childminder understands the importance of children leading a healthy lifestyle. She works with parents to promote healthy eating alongside children. She teaches children about different foods and how good they are for the body. Children are learning how to keep themselves healthy.
- The childminder understands that some children will need extra support with their learning. She adapts her practice to meet the learning needs of all children. The childminder seeks external support for children, where appropriate. Children with special educational needs and/or disabilities achieve the best possible outcomes.
- The childminder regularly arranges opportunities for her continuous professional development. For example, she has undergone training to support her understanding of different ways children learn. The childminder adapts her practice as a result of her new knowledge and skills. The quality of education continues to improve over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs that a child may be at risk of abuse or harm. She knows how to report her concerns to the appropriate authorities. The childminder knows what action to take if an allegation is made against an adult. The childminder regularly attends training to update her knowledge and skills. The childminder regularly carries out risk assessments of her home and for outings. This helps her to ensure that children are safe.

What does the setting need to do to improve?

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

- further develop opportunities for children to think and solve problems themselves
- extend opportunities for the youngest children to use the most ambitious language by planning further opportunities for them to express themselves.

Setting details

Unique reference number	EY244734
Local authority	Bexley
Inspection number	10289624
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	2 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2003. She lives in Welling, Kent. Her provision operates for over 45 weeks a year, all day, Monday to Friday, with the exception of bank holidays. Her operating hours are 8am to 6pm. The childminder holds an appropriate early years qualification at level 3. She provides free funded early education for children aged two, three and four years of age.

Information about this inspection

Inspector
Kate Daurge

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 their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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 2023