

Childminder report

Inspection date: 29 June 2023

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 high levels of confidence as they play with the childminder. They explore her home and help themselves to lots of interesting activities that challenge them. For example, children find the number mat and explore the different numbers. They try hard to put the puzzle pieces together. Children are proud of what they can do, they beam with pride as the childminder praises them. Children are learning to recognise numbers and put them in order. They are developing mathematical skills.

The childminder speaks to the children in both Spanish and English languages, in a way that children understand the meanings of new words. For example, as children learn colours the childminder asks them, 'What colour is this?' She repeats the question in Spanish. Children feel excited to share their knowledge in both languages. This helps children to express themselves with confidence. The childminder sets clear boundaries, to help children learn to keep themselves safe. For example, when children go on walks, they learn to cross the road safely. Overall, the childminder supports all children, including children with special educational needs and/or disabilities, to access the broad and ambitious curriculum. For instance, children take appropriate risks and think about how they can make things safer for themselves. Children are developing independence and resilience.

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

- The childminder plans a curriculum with an ambitious learning intent. She supports children to learn skills and knowledge across the breadth of the early years curriculum. For example, children are learning the alphabet song and begin to recall the sounds that they have learned. Children are able to understand that marks on paper have meaning.
- The childminder gets to know children very well. She finds out what children enjoy doing. She uses this knowledge to plan activities that the children find interesting. However, on occasion, the outdoor environment is not set up to give children the most ambitious learning opportunities. Children are not always fully engaged in learning outdoors.
- The childminder supports children to learn new language. She uses books, stories, and games to support children to hear new vocabulary for the first time. The childminder encourages children to express themselves and use the new words in their play. Children are confident speakers, who are developing their fluency.
- The childminder finds out what children know and can do. She uses this information to plan activities that the children find challenging. However, the childminder has not yet fully developed a rigorous system for sharing these

assessments with parents and external partners. Children's learning cannot always be fully extended outside the childminder's home.

- The childminder's care practices are effective. For example, she teaches children to wash their hands and go to the toilet by themselves. The childminder is responsive to children when they ask for help. Children feel safe, and secure. They listen to the childminder and behave well.
- Parents are happy with the care that children receive. They report that children are learning new words in both Spanish and English. Parents say that children enjoy visiting the library and local playgroups. They report that children are learning social skills and are increasing in confidence.
- The childminder understands that some children need additional help to address gaps in learning. The childminder knows how to work effectively with external agencies. Children receive expert help with their learning when required. Children with special educational needs and/or disabilities are well supported.
- The childminder is evaluative of her practice. She enjoys reflecting on her service and thinking about how to improve. However, since the COVID-19 pandemic, the childminder has not fully explored professional development opportunities. She has not fully explored ways to continually build on the good quality of her teaching to help children make the very best possible progress.
- The childminder understands that it is important for children to learn about other people. She plans activities in the local community to help children to socialise with others. The childminder talks to the children about different family dynamics and cultures. Children develop a respect for themselves and other people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has policies and procedures in place to ensure that children are free from harm. She has a strong understanding of the signs that may give rise to concerns about children's safety and well-being. The childminder knows how to report her concerns to the appropriate authorities. She knows what action to take in the event of an allegation being made against an adult. The childminder conducts regular risk assessments to ensure that her setting is safe. She regularly attends training to help to keep her knowledge and skills up to date.

What does the setting need to do to improve?

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

- develop further the planning of the outdoor environment, so that children are always deeply engaged in their learning
- develop systems for sharing assessments with parents and others, so that children can fully extend their learning at home

- extend opportunities for continuous professional development, so that teaching skills continue to develop over time.

Setting details

Unique reference number	EY258579
Local authority	Bexley
Inspection number	10285548
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 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	10 October 2017

Information about this early years setting

The childminder registered in 2003. She lives in Erith, in the London Borough of Bexley. She operates her service from Monday to Friday from 6am to 6pm, for most of the year. The childminder 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 provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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 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.

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