

Childminder report

Inspection date: 21 April 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children experience the freedom to explore and build on their curiosity and knowledge. They show high levels of confidence and social skills. The childminder provides a home-from-home atmosphere, and the setting is filled with children laughing, having fun and being inquisitive. The childminder has high expectations, she also provides a secure, exciting and enabling environment for all children. This results in children being absorbed in their play and sustaining high levels of concentration for their age. Children build fantastic relationships with their peers and the childminder. They have a strong sense of belonging and are very well behaved. They help one another when getting ready for the garden, including the youngest children, who bring shoes to their friends to help them get ready, saying 'garden'.

The childminder has been a continual support for children and their families during the changing times of the COVID-19 pandemic. Parents praise the childminder for her support during this time. She shared activities with the parents who were at home with their children. Also, she enabled children who had to stay at home to connect via video with their friends at the setting. This helped to keep the firm attachments built in place and ensured that children made a smooth and seamless transition back into her provision or to school.

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

- The childminder is zealous and continuously evaluates the provision. This helps her identify areas she needs to develop further. Throughout the lockdowns, she made excellent use of online training to keep up to date. She makes sure that training is purposeful and benefits the children in her setting. She identified that she needed to gain a deeper understanding about supporting children with special educational needs and/or disabilities. She strives to support all children exceptionally well and closes any gaps in their learning as swiftly as possible.
- The childminder creates a very calm and stimulating learning environment. This enables children to feel safe and confident to express themselves, and it is evident in the fantastic interactions the children have. Respect, turn taking and sharing are a big focus for the childminder, and the development of these skills is powerfully embedded in her curriculum. This means that children themselves contribute to an extremely positive atmosphere. Very young children start to develop values of helping and celebrating each other. They comment on each other's work, saying 'awesome' when they like what they see. Children learn about a culture of mutual support and reverence.
- Partnership with parents and other professionals is admirable. Parents cannot praise the childminder enough for all the support and care she provides. She regularly shares information about what children learn and do at her setting and

any concerns that she might have. She liaises with other professionals to find out how she can support children she has concerns about and signposts parents to seek extra help. This has an extremely positive impact on children's development and learning, as gaps can be closed swiftly.

- The curriculum is tailored to the individual needs of the children and includes a breadth of learning experiences. The childminder thinks of exciting activities that are based on the interests of the children and include what they have to learn next. Young children are eager to explore what they can do with balls. They throw the ball repeatedly in grass and listen to the sound it makes or roll the ball down the slide to see whose ball rolls the furthest. Children have daily opportunities to learn outdoors, develop their physical skills and explore the world around them.
- Children learn about safety, being resilient and staying healthy. The childminder provides a flexible routine and healthy food. She identifies when children are ready to be toilet trained and supports them with their personal hygiene. Children develop necessary personal skills at a very young age. This helps them to prepare for their next stage in education, such as starting school.
- Effective communication is a key tool used by the childminder. She supports children's communication skills superbly. Reading stories, singing nursery rhymes and commenting on what they do is engrained in the daily routine. As a result, children's learning is not interrupted but continuous throughout the day. When children climb up the slide, the childminder uses this opportunity to teach children about the difference between 'sliding' and 'climbing'. She skilfully makes them aware about the impact their action has on safety and turn taking. All children make exceptional progress through highly effective interactions with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities to keep children safe. She is fully aware of safeguarding procedures and ensures that her assistants are suitable to work with children. She is confident and knows what to do if she has a concern about a child. Safeguarding updates are integral to the childminder's practice. She regularly reviews her policies and procedures and checks she has up-to-date details and information. She has up-to-date safeguarding training completed, including in the wider aspects of safeguarding. The childminder regularly evaluates and risk assesses the learning environment. This helps to ensure it is safe, secure and well organised.

Setting details

Unique reference number	EY264992
Local authority	Bexley
Inspection number	10137770
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	0 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 January 2016

Information about this early years setting

The childminder registered in 2003 and lives in Erith in the London Borough of Bexley. She cares for children between the hours of 7am and 5.30pm, Monday to Friday, all year round. She has a level 5 childcare qualification and works with an assistant.

Information about this inspection

Inspector
Anja Eribake

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 and the inspector carried out a learning walk together. The childminder showed and explained to the inspector the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The childminder and the inspector discussed professional development and how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks and qualification certificates.
- The inspector took account of written references from parents.

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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