

Childminder report

Inspection date:

29 September 2022

Overall effectiveness	Good
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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

Children are settled, confident and very happy. They are comfortable in the warm and inviting environment. Children have a positive attitude towards their learning and the variety of motivating experiences that the childminder carefully plans for them. For example, children have an interest in vehicles. They are excited to visit a transport museum and learn about a wider range of ways to travel. This includes trams and horse-drawn carriages. Children enjoy visiting a variety of places of interest to extend their learning. For instance, they learn about different animals during a trip to the zoo. Children explore the natural world around them. For instance, they learn about how things grow, such as understanding the lifecycle of a butterfly. This helps develop children's understanding of growth, decay and lifecycles.

The childminder is a good role model and uses positive and encouraging language. Therefore, children know what is expected of them and are polite and behave well. Children learn about the importance of healthy lifestyles. They talk about the importance of brushing their teeth, to keep their teeth and gums clean and healthy. Children have good opportunities to develop their physical skills and learn to move in different ways. For instance, they use challenging equipment, such as riding a cart up and down slopes of differing gradients with confidence.

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

- The childminder gets to know individual children well. This includes their personalities and their likes and dislikes. This helps the childminder to plan activities that they know will engage children. The childminder establishes secure and trusting relationships with children. They have a good sense of belonging and positive levels of self-esteem. Children enjoy the company of the childminder. For instance, they initiate cuddles and play games happily with her.
- The childminder supports children to develop good communication skills. Children are confident to sing songs and act out their own scenarios during imaginative play. Children show they are developing a love of books and stories by listening intently and asking for more. They have good opportunities to hear new words and to widen their vocabulary.
- The childminder establishes positive relationships with parents. She communicates with them daily and keeps them fully involved and informed in their children's learning. For example, she shares photographs of children's achievements along with what they have enjoyed doing daily.
- The childminder reviews her practice effectively. Each day, she takes time to reflect on how much children have enjoyed the experiences she has provided them. On occasion, the childminder works with an assistant. She ensures that she monitors the good quality of care and interaction they provide children. For

example, she observes him teach children and provides constructive and supportive feedback.

- The childminder attends beneficial training and is keen to keep her knowledge and skills up to date. For example, she has recently learned about the different ways that children play. This has helped her to plan activities that are individual to children's preferred way to play. Therefore, children remain motivated to learn. The childminder supports children of all ages to make good progress.
- The childminder has a good understanding of all areas of learning. Overall, children are independent. For instance, they are encouraged to complete their own tasks, such as pulling up their sleeves to wash their hands. However, the childminder does not consistently encourage children to solve their own problems. For example, at times, she is quick to offer the solution to a challenge before children explore ways that they can solve the problem and understand what will work and not work for themselves.
- The childminder uses some effective ways to communicate with staff at settings children also attend. For example, on occasion she speaks to the staff when she collects the children. However, she does not yet communicate with them more extensively and consistently. This includes sharing children's next steps in their learning. Therefore, the childminder does not yet provide children with the highest level of consistency in their care and learning experiences.
- The childminder supports children to learn about other people outside of their own communities and experiences. This includes the religious beliefs and traditions of other cultures. For example, children enjoy trying on traditional clothing, such as Chinese gowns and Indian saris. This helps children to develop a good awareness and appreciation of diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection. This includes additional aspects, such as knowing the signs and symptoms of potential abuse. The childminder knows who to contact to seek advice and how to raise and follow up any concerns. This includes knowing how to manage any allegations raised against herself or assistant. The childminder keeps her knowledge up to date. For example, she completes regular safeguarding training. Children learn how to keep themselves safe. For example, they talk about water safety during regular trips to the beach.

What does the setting need to do to improve?

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

- extend children's opportunities to think and problem solve for themselves
- build on the ways to communicate with staff at settings children also attend to

provide an even more consistent approach to their shared care and learning opportunities.

Setting details

Unique reference number	EY269139
Local authority	Bexley
Inspection number	10234743
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 10
Total number of places	12
Number of children on roll	8
Date of previous inspection	21 October 2016

Information about this early years setting

The childminder registered in 2003. She is located in Sidcup, Kent. The childminder cares for children from Monday to Thursday, from 7.30am to 5.30pm, all year around. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector and childminder carried out a joint observation on a baking activity.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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