

Childminder report

Inspection date: 15 July 2025

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

The childminder creates a homely environment where all children develop a strong sense of belonging. She nurtures children effectively and they respond well to her warm interactions. Even children who are new to the setting happily seek out the childminder for cuddles and reassurance. All children move around confidently and choose their preferred activities. They follow routines well and show good levels of confidence and emotional well-being.

Overall, the childminder creates a curriculum that offers children challenge and exciting opportunities to learn new skills. She uses what she knows about each child to plan experiences that build on their previous learning. Children enjoy revisiting their favourite activities and welcome new challenges. For example, they enjoy puzzles and learn that a piece with two straight edges will form one of the corners. They make good progress in their learning in readiness for starting school.

The childminder has high expectations for children's behaviour. She teaches children the importance of sharing and taking turns through the fun activities they enjoy. Children behave well and learn to be kind and considerate towards their friends. For example, they negotiate roles and make sure their friends agree to their suggestions before they begin their play. Some even explain to others why they must not snatch and why it is important to share.

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

- The childminder plans and implements a curriculum that she sequences effectively to help children progress well from their starting points. She teaches children in stages suited to their needs and assesses what they know before moving them on. All children make good progress and show positive attitudes towards their learning.
- The childminder is inclusive and very attentive towards all children as they take part in a wide range of exciting activities. Occasionally, she does not extend younger children's emerging interests during some activities to further encourage their learning.
- The childminder implements her aims for children's mathematical development well. For example, she uses turn-taking games and puzzles to encourage children's counting and sorting skills, and she teaches them about size, shape and quantity. Children develop good early mathematical skills.
- The childminder encourages children's communication and language skills well. For example, she uses books, stories and everyday play situations to introduce new words, ask interesting questions and engage children in conversation. Children are confident communicators.
- The childminder helps children new to the setting to settle in and begin to

explore the play environment. She knows what they can do already and what they need to learn next. For example, she encourages babies to pull themselves up and move around to encourage their physical skills as they learn to walk.

- The childminder risk assesses her home and children's routines and activities effectively. This includes when, as an exception, she cares for more children than usual. She meets children's individual needs and supervises them well to keep them safe.
- The childminder encourages children to choose their preferred activities and to complete tasks independently to develop their personal skills. Sometimes, she does not remind older children to think about managing risks as they explore to deepen their own understanding of staying safe.
- The childminder works well with parents to share information and to help them extend their children's learning at home. For example, she shares activities that they can do with children to develop their mathematical skills. Children benefit from consistency of care and learning.
- The childminder is reflective and engages in various opportunities for professional development. She uses any knowledge she gains to improve her practice and children's care and learning.
- The childminder is warm and caring. She continually praises children for their achievements and good behaviour. She creates a respectful environment where children learn right from wrong and follow her gentle instructions. Children behave well and develop good levels of self-esteem.
- The childminder encourages children to manage their personal hygiene routines well. Children learn to wash their hands before eating healthy snacks and meals and go on to spontaneously wipe their faces afterwards. They develop good personal skills for their future lives.
- The childminder liaises with other settings that children also attend to share information and meet children's needs. This joined-up approach offers children consistency in readiness for the next stages in their education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen opportunities to extend younger children's emerging interests during their play, to further encourage their learning
- teach older children more about how to manage risks as they explore and play, to further encourage their personal awareness of keeping safe.

Setting details

Unique reference number	EY332214
Local authority	Bexley
Inspection number	10398582
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	31 October 2019

Information about this early years setting

The childminder registered in 2006 and lives in Erith, in the London Borough of Bexley. She opens each weekday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. She has a relevant childcare qualification at level 3. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Stephanie Graves

Inspection activities

- The inspector viewed the areas of the childminder's home that she uses for childminding.
- The childminder provided the inspector with a range of documentation to sample.
- The inspector observed the interactions between the childminder and the children and assessed the impact on children's learning.
- Children regularly approached the inspector to talk about their interests and the activities they were engaged in.
- The inspector spoke to the childminder at convenient times throughout the inspection.
- The childminder showed the inspector written feedback from parents, which included their views about the quality of the childminder's practice.
- The inspector and the childminder evaluated the effectiveness of an activity together.

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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