

Childminder report

Inspection date: 17 March 2022

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 enjoy playing alongside their friends. Those children who are new to the setting settle quickly and adjust to new routines. Children show that they form warm relationships with the childminder and each other. They show their emerging language skills. For example, they babble or talk to themselves as they play. Children show that they feel safe and secure in the childminder's care.

Older children respond to the childminder's clear expectations and behave well. They show care and affection for their younger friends. Children receive consistent care and support for their development needs, as part of the shared approach that the childminder promotes. Children's information is regularly shared with their parents and practitioners from other settings that they also attend.

Children engage with the available resources well. They beat drums and enjoy pushing buttons on toys to make things happen. Older children appreciate the challenge of recognising colours and numerals. They become more independent in managing their self-care. Babies show that they are keen to find out more about things, such as when they reach to grasp and explore pens and remote controls. Babies gain confidence in their physical abilities, such as they crawl around with increasing speed.

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

- The childminder strives for positive outcomes for children and their families. She provides a responsive and flexible service. Children and parents respond well to the warm reassurance that she provides.
- The childminder shares accurate assessments of children's learning with parents and others involved in children's care and development. Parents receive information to help them understand how to support their child's learning. This provides children with consistency across the settings that they attend, and at home.
- The childminder helps children to develop their physical skills. Babies quickly begin to pull themselves up and balance while standing. Older children enjoy their frequent opportunities to play outdoors. They build stamina as they walk to school. Children dance or bounce their bodies as they beat drums.
- The childminder helps children to respect others and behave well. Children begin to acquire positive social skills, for example, as they visit local groups. They begin to understand the childminder's expectations, such as holding on to the buggy when walking. The childminder provides parents with practical advice to help with their children's routines at home.
- The childminder manages the personal care needs of children and babies effectively. She encourages children to follow healthy routines, such as going for

walks in the fresh air. The childminder shares information with parents about nutrition and portion sizes for children. This contributes well to children's physical well-being.

- The childminder uses resources in her community, and beyond, to extend children's learning experiences. For example, she uses storytelling sessions at the library to further extend children's use of communication and language. Children enjoy outings, such as strawberry picking and visits to the farm.
- The childminder plans activities based on children's interests. She allows children to make choices, such as what to sing or play with. Activities that allow children to develop their curiosity and solve problems are planned less frequently by the childminder. Despite this, children enjoy using what is on offer.
- The childminder shares her language with some children who have similar backgrounds. She discusses the different foods from around the world that children eat. The childminder acknowledges some cultural practices that children experience at home. However, the childminder does not plan opportunities for children to recognise, value and share their languages, traditions and backgrounds as effectively.
- The childminder seeks feedback from parents to help develop her service. She maintains links with local advisers and a range of external professionals. This helps her to keep up to date with current developments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge. She recognises potential risks to children, such as exposure to extreme views, unsafe technology or female genital mutilation. The childminder knows how to respond if she suspects that a child is at risk of abuse or harm. She understands when to engage with relevant agencies, including if an allegation is made against herself or a household member. The childminder manages risks appropriately in her home and while on outings. She promotes strong and trusting relationships with children and their parents, who are confident to discuss sensitive issues with her. The childminder knows where to access safeguarding advice.

What does the setting need to do to improve?

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

- enhance the curriculum so that children further develop their curiosity and solve problems
- strengthen the opportunities for children to recognise, value and share their languages and backgrounds.

Setting details

Unique reference number	EY333757
Local authority	Bexley
Inspection number	10061523
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 October 2015

Information about this early years setting

The childminder registered in 2006 and lives in Erith in the London Borough of Bexley. She provides funded education for children aged two, three and four years. The childminder occasionally works alongside another registered childminder. She operates all year round from 7am to 6pm, Monday to Friday. The childminder holds a relevant qualification at level 6.

Information about this inspection

Inspector

Kareen Jacobs

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 her evaluation of the provision.
- The childminder showed the inspector around the areas of her home used by children, and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector reviewed documents. These included the suitability of the childminder and household members, relevant checks and insurance for the vehicle used to transport children, and evidence of the childminder's professional development.

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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