

Childminder report

Inspection date: 11 April 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

Children settle well in this nurturing, organised home. The childminder interacts very warmly with children by smiling and by talking to them in gentle tones. She has close strong bonds with children and values each child highly. The childminder links activities to children's interests, and children are motivated to learn. She manages children's behaviour successfully, and they behave well. The childminder has high expectations of children. They concentrate well and persevere with tasks.

The curriculum is broad and balanced, and all children make good progress. They are curious learners, and they take part in activities enthusiastically. The childminder supports children's creative skills effectively. Children enjoy making models with play dough and draw pictures using chalk and crayons. They cut and paste different types of materials to make celebration cards, gaining good creative skills. The childminder supports children's understanding of the world well. She takes children on insect hunts around the garden and teaches them where they live. The childminder teaches children how things grow by planting lettuce and tomatoes with children. She talks to children about the roles of people who help us, such as doctors and fire fighters.

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

- The childminder teaches children about different feelings to support their well-being. She uses finger puppets that have different expressions for discussion and stories about emotions. The childminder responds positively to how children are feeling, and children gain a good understanding of feelings to support their well-being.
- The childminder gives parents regular updates on children's welfare and progress. She talks with parents each day and sends secure electronic messages to share this information. The childminder gives parents ideas on how they can support their children's development, such as sharing the skills they are developing.
- Children learn to do things for themselves. All children help to tidy up after play sessions. The childminder teaches younger children how to feed themselves. She shows older children how to put on their coats and shoes. The childminder teaches children how to share and take turns by playing fun, simple board games.
- The childminder is keen to enhance her skills and knowledge. She attends a range of courses, including a course on observation and assessment of children. This led to improved outcomes in this area. The childminder considers all aspects of her work and sets goals for improvement.
- Children gain good mathematical skills. The childminder presents stimulating challenges to children. For instance, children put numbered jars in order and fill

them with the correct number of objects. She teaches children mathematical language to compare sizes, such as 'bigger', 'smaller', 'longest' and 'shortest'. The childminder teaches children different shape names as they complete puzzles.

- The childminder regards children's safety as highly important. She ensures that her home is clutter-free, clean and safe for children's use by carrying out daily checks. The childminder teaches children how to act with care and caution. She explains how to use stairs carefully and how to cross the road. Children act in safe ways.
- The childminder knows how to seek advice to support children with special educational needs and/or disabilities. She understands the need for close monitoring and careful planning of activities to meet each child's needs. The childminder monitors all children and acts quickly to close any gaps in learning.
- Overall, the childminder has healthy routines for children. She prepares nutritious meals and snacks that meet any special dietary needs. The childminder ensures that children have daily physical challenges in her garden and the local park. Children practise a range of skills, such as jumping, running and climbing skills. The childminder has started to promote children's awareness of oral hygiene through occasional brief discussion. However, this is not yet sufficiently planned for to fully support children's awareness of how to keep their teeth and gums healthy.
- The childminder has a wide range of high-quality books for children. However, through her planning, she does not fully consider how she can make books more readily accessible to children to develop their literacy skills and to develop a love of reading as they play.

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:

- plan more effectively to help children develop a deeper understanding of the importance of good oral hygiene to support their ongoing physical health
- strengthen the curriculum to develop children's love of reading and help them to use books as they play and learn.

Setting details

Unique reference number	EY343775
Local authority	Bexley
Inspection number	10375957
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 May 2019

Information about this early years setting

The childminder registered in 2006. She lives in Sidcup in the London Borough of Bexley. The childminder provides care for children from Monday to Friday, from 7am to 6pm, all year round and is closed on public bank holidays. She offers the government funded places for childcare.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The childminder carried out an activity and evaluated this with the inspector.
- During the inspection, the inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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