

# Childminder report

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Inspection date: 4 March 2020

|                                              |                    |
|----------------------------------------------|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Good</b>        |
| Overall effectiveness at previous inspection | Outstanding        |

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled in the welcoming home. They confidently explore the well-resourced environment. Children have access to an abundance of opportunities to promote their understanding of their similarities and differences. For instance, each week, children learn a few sentences in different languages. Young children learn to say 'Hello' in Spanish, French, Portuguese and Russian. In addition, parents eagerly support children to teach their friends how to pronounce words in their first language. Older children learn to write and speak simple phrases. They develop good literacy skills. Children show an exceptional sense of security and belonging. The childminder has high expectations for their behaviour and what they can do and achieve. Children develop skills to enhance their well-being. They show great care towards their friends. For example, older children learn basic first aid and practise the recovery position. As young children walk to school, they comment on how they must walk on the 'safe side of the path', showing an excellent understanding of how to keep themselves safe. Their behaviour is outstanding. Children have a wide range of opportunities to develop their physical skills. From a young age, children enjoy using challenging climbing equipment and outdoor resources.

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

- The childminder provides highly effective methods to help children express their thoughts and feelings confidently. They become engrossed in their play and show high levels of concentration. For instance, during imaginative play, young children identify letters on the optician's eye chart. Older children plan together and set up a reception area. They delight in writing prescriptions and medical cards. Children develop good communication and literacy skills.
- The childminder uses innovative methods to support children to develop their independence skills. They show an excellent sense of responsibility during daily routines. Children demonstrate this when they use the toy dustpan and brush to sweep the floor. Older children patiently help younger children with their shoes, before they go outside. Children's behaviour is exemplary.
- Children benefit from a stimulating learning environment, both indoors and outdoors. Younger children delight in dancing to music in the dark. They identify different colours and shapes they see in the lights reflected on the ceiling. Children develop their early language skills as they join in a range of rhymes and songs. Older children relish playing outdoors, where they have many opportunities to be physically active. They demonstrate high levels of coordination as they skilfully play football on the field, climb on high frames and use different types of equipment. Children develop excellent fine and gross motor skills.
- The childminder supports children to develop an awareness of living a healthy

lifestyle. For example, older children plan healthy menus, lay the table and serve others. Younger children choose which colour bowl they would like to use. They confidently identify 'red', 'blue' and 'green'.

- The childminder gathers feedback from parents. This helps her to reflect on her practice. However, she does not use her evaluation process as well as she could. She misses opportunities to access professional development to raise the quality of her teaching even further.
- Children are highly motivated and show great enthusiasm for learning. Young children demonstrate this, as they eagerly find magnetic letters to spell their names. They delight in their achievements. Children are well prepared for the next stage of their learning. The childminder is proactive in working with parents and professionals, to support children's development, including those with special educational needs and/or disabilities. Parents appreciate the regular updates about their children's development and the support they receive when gaps are identified. Children make good progress in their learning.
- Children have opportunities to learn about the world around them. They regularly learn about different cultural events. For instance, older children cook recipes from different cultures. Younger children explore a range of traditional dressing-up clothes, such as saris. Children develop a strong sense of what makes them different. They also build on their respect for others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of how to protect the children in her care. She knows how to identify signs and symptoms of possible abuse and the procedures to follow to report any concerns. The childminder updates her mandatory training, for instance in paediatric first aid. In addition, she knows how to respond to wider safeguarding issues, such as the 'Prevent' duty. The childminder undertakes robust risk assessments in the home and outdoors. She skilfully updates children's knowledge about safety and how to keep themselves safe in the event of an accident. This helps to protect the welfare of all children.

## What does the setting need to do to improve?

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

- focus self-evaluation more sharply to maximise professional development opportunities, and make continuous improvements that focus on improving outcomes for children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY360431                                                                          |
| <b>Local authority</b>                             | Bexley                                                                            |
| <b>Inspection number</b>                           | 10137748                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 13 April 2016                                                                     |

## Information about this early years setting

The childminder registered in 2007. She lives in Bexley, in Kent. The childminder operates her service from Monday to Thursday, 7.30am to 6pm. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Angela Colman

### Inspection activities

- The inspector completed a tour of the areas of the premises used for childminding, with the childminder, and discussed the intended curriculum.
- The inspector sampled written feedback and spoke to parents to gain their views.
- The inspector looked at children's records and a range of other documentation, including policies, procedures and training certificates.
- The inspector observed the interactions of the childminder and the children, and the impact the teaching has on their learning and development.
- Children were jointly observed with the childminder.

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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