

Childminder report

Inspection date:

8 November 2021

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 are exceptionally motivated and enthusiastic learners. Younger children maintain high levels of engagement and concentration, for example when looking at similarities and differences between shapes and colours. Children display good independence skills while squeezing paint out of tubes to decorate their artwork. Children communicate their ideas well and are good problem-solvers. For instance, they ask questions and make predictions while working out how to fix wooden blocks and puzzle pieces correctly.

Children develop very good relationships with the childminder and take pride in their achievements. They have high self-esteem and excitedly make choices in their play. Children are happy, safe and secure in the homely and well-organised environment. They are aware of the expectations, and their behaviour is good.

Children have a positive attitude towards learning. They gain essential skills for their next stage of development. Children show resilience while they persist at activities that challenge them. All children, including those from disadvantaged backgrounds, make exceptionally good progress in their learning.

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

- The childminder skilfully interacts with children during role-play activities. They enjoy her participation. For example, she pretends to be a customer while playing shop with the children. She effectively teaches children about the value of money and numbers during their play. Younger children become enthralled while they use the calculator to work out prices of items and how much change to give back. Children acquire a good knowledge and understanding of mathematical concepts.
- The childminder works closely with parents and other early years settings that children attend, to help strengthen continuity and consistency. She shares information with them about children's care and learning, and provides ideas to parents to support home learning. In addition, she seeks and acts on the views of parents to help drive improvements.
- The childminder has a good knowledge of what children can do and cannot do. She uses this information well to plan challenging activities across the curriculum to help meet children's learning needs. The childminder recognises the need to support children to engage with the wider community to build on their knowledge of the world and enhance their social skills.
- The childminder uses her knowledge and skills of behaviour management well to help children learn what she expects of them. She encourages children to share, take turns and be kind to one another. Furthermore, she uses a well-tailored approach to help children to manage their emotions in some challenging

situations. Children begin to learn how to manage their feelings in a positive way.

- The childminder places strong emphasis on developing children's communication and language skills. She speaks clearly, introduces new words when appropriate and asks effective questions to help children think and answer. This approach helps support children's speaking and understanding skills.
- Children's physical well-being is supported well. The childminder encourages children to eat healthy foods and provides opportunities for daily outdoor play. She teaches the children to understand the benefits of healthy bodies through effective discussions and activities, such as planting food.
- Overall, the childminder self-evaluates her practice well and accesses training to help keep up to date with current guidance. However, she has not made the best use of development opportunities to precisely address minor weaknesses in her knowledge. For instance, the childminder did not notify Ofsted of a significant event within the required time frame.
- The childminder is clear about what she wants children to learn and implements this effectively. She sets high expectations for all children's learning and supports them to achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep children safe. She can identify when a child is at risk of harm and knows what action to take to safeguard them. The childminder understands contextual safeguarding, such as the 'Prevent' duty guidance and child exploitation. She shares her policies and other useful guidance on safeguarding matters with parents to help keep children safe online. The childminder completes thorough risk assessments. She uses these to eliminate potential hazards and to help children play in a safe learning environment. She follows safe infection control measures to help minimise the risk of infection to children.

What does the setting need to do to improve?

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

- extend opportunities for children to engage with the wider community and become familiar with people who are different from them, to build on their understanding of the world and enhance their social skills
- make best use of training and development opportunities to address minor gaps in knowledge and skills, to help raise standards to the highest level possible.

Setting details

Unique reference number	EY368762
Local authority	Bexley
Inspection number	10061528
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 November 2015

Information about this early years setting

The childminder registered in 2008. She lives in Erith in the London Borough of Bexley. The childminder provides care from Monday to Thursday for most of the year. She receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Josephine Afful

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 their evaluation of the setting.
- A learning walk was conducted by the inspector and the childminder, and discussions were held about children's learning.
- Interactions between the childminder and children were observed by the inspector, who subsequently considered the impact these have on children's learning.
- The inspector looked at a range of documentation, such as evidence of the childminder's and household members' suitability and her training certificates.
- Some parents' views were gathered and taken into account when evaluating the effectiveness of partnerships with parents.
- The inspector conducted a joint observation 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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