

Childminder report

Inspection date: 19 December 2024

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 warm and nurturing environment for children. She builds trusting bonds with children that help them to feel safe. The childminder teaches children about differences between themselves and other people. Children learn that they are special and unique. They learn to respect themselves and other people. Children are kind and feel emotionally secure.

The childminder is knowledgeable about child development. She confidently identifies gaps in children's learning. When children do not make expected progress, the childminder seeks support. She works with expert partners where appropriate. Children with special educational needs and/or disabilities are well supported. The childminder considers children's prior experiences. She plans fun activities that challenge children's thinking. The childminder skilfully steps in to support children when they find activities tricky. She gives the right amount of help to encourage children. Children know it is okay to get things wrong and try again. This promotes their resilience.

The childminder promotes children's physical health. She expects children to walk increasing distances to extend their stamina. The childminder teaches children skills that promote balance and strength. This supports children's physical development. Children thrive. They feel emotionally and physically healthy in the childminder's care.

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

- The childminder creates a broad curriculum that promotes children's development. She plans activities that encourage individual children to share their ideas and try new ways of solving problems. Children learn to think about what they need to do next. This supports their confidence and attitudes to learning.
- The childminder considers the different backgrounds of children in her care. She plans a well-sequenced curriculum that deepens children's understanding of new ideas. The childminder considers the pace that she teaches children. She gives children sufficient time to practise skills and extend their understanding. Children make good progress.
- The childminder skilfully teaches new vocabulary by engaging children in interesting conversations. She understands that reading books and shared reading promote children's language. However, on occasion, the childminder does not recognise that some children need support to join in with shared reading. This means that, on occasion, children do not extend their language skills.
- The childminder has robust procedures for assessing children's progress. She

regularly reviews what individual children can do. The childminder celebrates children's achievements and shares this information with parents. This helps children to reach their developmental milestones.

- The childminder has high expectations of children. She teaches children self-care skills, such as washing their hands and feeding themselves. The childminder understands that repeating these routines strengthens children's skills and abilities. This supports children's self-motivation and independence.
- The childminder understands that clear rules and expectations help children to feel safe. She teaches children to listen and respond to her. The childminder gives children clear messages about what they can and cannot do in her home. Children learn respect for their environment. They behave well.
- The childminder understands that children should eat nutritious and healthy food. She teaches children about the foods that are good for them and encourages them to try new foods. The childminder finds out about children's allergies and intolerances. This promotes children's physical health.
- The childminder works in partnership with parents and carers. She shares information about children's progress and gaps in their learning. Parents say that children feel excited to go to the childminder's home. They report that the knowledge and skills she teaches them gives their children confidence and high levels of self-esteem.
- The childminder is reflective of her practice. She makes links with external professionals to help keep her knowledge and skills up to date. The childminder reviews her provision to ensure that she considers the needs of individual children. This helps her curriculum continue to develop over time.
- The childminder teaches children about the world around them. She uses links in the local community that support children's knowledge. Children feel excited to visit the local library and learn about the food bank. They understand that differences between themselves and others should be celebrated. This supports children's tolerance and understanding of the world around them.

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:

- develop further how all children are encouraged to join in with shared reading to help extend their language skills.

Setting details

Unique reference number	EY371603
Local authority	Bexley
Inspection number	10363991
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	18 January 2019

Information about this early years setting

The childminder registered in 2008 and lives in Welling, in the Borough of Bexley. She operates all year round, from 7.30am to 6.30pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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
E: enquiries@ofsted.gov.uk
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