

Childminder report

Inspection date: 2 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop trusting relationships with the childminder. They enjoy listening to stories and receive cuddles and reassurance, when needed. Children receive lots of encouragement and praise from the childminder for their efforts, which helps to boost their self-esteem. They cooperate with each other and take turns effectively when playing. For example, one child posts a toy through a hole while another catches it, laughing and smiling. Children show delight when looking at each other through different-coloured blocks. They talk to their toy babies while pretending to feed them and treat them with care.

Children learn to tidy away activities or resources when they are finished and to manage their personal care needs, such as washing and drying their own hands. They develop skills to become increasingly independent in preparation for the next stage of their learning. For example, they learn to fasten their own coats. Children develop an awareness of diversity and inclusion. They share stories and learn about festivals, which helps them to deepen their knowledge of different cultures and beliefs. They talk about different feelings when they are reading books. This helps children to respect and celebrate the differences in people.

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

- The childminder provides a welcoming and homely environment for children. Her kind and caring approach supports children's personal development well. Children form strong attachments with the childminder. They show that they feel happy, safe and secure in her care. For example, they sit on her knee while playing and sharing stories.
- Parents and carers say that they are very happy with the care their children receive. The childminder keeps them informed about their children's progress. Parents like the daily feedback and photographs they receive, so they know what their children have been doing. Parents comment on developments their children have made, such as using cutlery.
- The childminder has high expectations for children's behaviour. Children respond positively to the gentle reminders from the childminder to share and to work together. As a result, children behave well and play well together. The childminder is a good role model. She talks to the children with respect. This helps them to understand what the childminder expects from them. This also contributes to children's good behaviour.
- The childminder helps to promote children's developing mathematical skills. She involves three-year-olds in counting pieces of apple as they eat their snack. She helps children to slow down as they point to each piece as they count so they get to the correct number. Children concentrate well while they explore shape activities. The childminder praises them for correctly identifying the names of

shapes, such as 'triangle' and 'circle'.

- There is a strong focus on improving children's speech and language. The childminder reads stories to children and asks interesting questions about what they can see in books. However, she sometimes misses opportunities to extend children's vocabulary and broaden their communication and language skills.
- The childminder works very well with parents to include their cultures in her provision. She adapts her menus to take account of different diets and tastes. Children learn about being unique and showing respect to others.
- The childminder gets to know children well. She regularly observes them and tracks their progress to identify any possible gaps in learning. She plans activities based on the children's interests that help children to make good progress. She provides parents with regular information about their child's development, including a progress summary when children are two years old.
- The childminder supports children to develop healthy habits. She provides a range of healthy snacks and meals and regularly walks with children to the local shops to choose different fruit and vegetables. She supports parents by sharing information about how to keep their children's teeth healthy and clean.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe in her care. She has a clear understanding of the signs and symptoms that may indicate children are at risk of abuse and neglect. She has good knowledge of the actions to take if there are any concerns for children's welfare. She ensures her knowledge of child protection issues remains up to date with regular training updates. The childminder is qualified in paediatric first aid to help promote children's safety. She makes sure that her premises are always safe and secure, inside and outside. She removes any potential hazards so that her home is suitable for children.

What does the setting need to do to improve?

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

- support children's communication and language development further through more opportunities to extend their vocabulary during their everyday activities

Setting details

Unique reference number	EY377459
Local authority	Bexley
Inspection number	10137768
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 January 2016

Information about this early years setting

The childminder registered in 2009 and lives in Erith, in the London Borough of Bexley. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for Bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Alison Scott

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder led the inspector on a walk around her provision to discuss her intentions for children's learning.
- Parents spoke to the inspector to share their views.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The childminder and the inspector discussed the childminder's understanding of child protection and safeguarding matters.

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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