

Childminder report

Inspection date: 13 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy close bonds with the childminder and his wife, who is his co-childminder. They enjoy playing and learning and receive good support from the childminder, who makes learning enjoyable. Children respond well to his enthusiastic interactions and good humour as they readily engage in discussions and activities.

Younger children demonstrate great affection for the childminder and show that they feel safe and secure in his care. Older children recall previous learning well, such as the rules of a favourite music and movement game. They show a good understanding of the actions to follow as they listen, move to the music and know when to stop and 'freeze'.

Older children readily talk about their experiences. They show great excitement as they chat about their school, the teachers there, their friends and playing outside. Children enjoy the freedom to move around and make choices from a wide variety of toys and resources, indoors and outdoors.

The childminder and his wife set up the home to ensure children enjoy experiences that cover all areas of learning. Children respond readily to the childminder, who knows what they are capable of and sets realistic challenges to extend their learning. Children generally behave well and are willing to take part in all activities. They make good progress in readiness for their next stages in learning.

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

- The childminder works well with his wife. They organise learning experiences well and take time to consider what children need to learn and why. They consistently evaluate their practice and complement one another well in planning and delivering good-quality care and education to children.
- The childminder monitors children's learning effectively and identifies what they know and what they need to learn next. The daily routine runs very smoothly. The childminder uses exciting activities and experiences to build on children's interests and learning needs. Children enjoy learning.
- Children show that they feel settled. The childminder encourages them to develop good levels of independence, confidence and self-esteem. Overall, he manages their behaviour well. However, sometimes, he does not teach children about how their actions may affect others, to help them begin to learn how to manage their own behaviour.
- The childminder understands children's individual learning needs and skilfully plans activities to meet these. For example, during a water activity where children catch toy fish in nets of corresponding colours, he encourages younger

children to focus for extended periods. He helps others to practise their social skills as they count and share the fish.

- Children enjoy stories and looking at books. The childminder considers their early literacy skills well. He reads to children enthusiastically and with good expression to capture and maintain their interest and involvement. He encourages them to attempt to write their names on their creations as part of developing their early writing abilities.
- The childminder considers children's communication and language development well in all activities. He asks children interesting questions, such as how and where they will stick materials on to card, to help them think and respond. He talks to them about what they are doing as they play and makes suggestions to encourage them to talk about their own ideas.
- Children enjoy making choices from a good variety of healthy meals and snacks. The childminder supervises children closely as they eat, to keep them safe and to ensure they eat sufficiently well. However, he does not take all opportunities to help them begin to understand what might happen if they do not sit down to eat.
- The childminder actively encourages children to follow good hygiene routines. For example, children know where to wash their hands after messy play. They use a handwashing station in the garden to make sure their hands are clean before they come inside to eat.
- The childminder works well with parents to share information and to make sure he meets children's unique care and learning needs. Parents readily share their positive views about the service. For example, some say they like the way the childminder and his wife work together to encourage their children's development. Others are reassured by the way the childminder keeps their children safe and meets their emotional needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps his understanding of safeguarding children current. He completes training updates and reviews local authority information to ensure he understands how to recognise and escalate any child protection concerns. For example, he confidently explains the different signs and symptoms of abuse and neglect and knows how to report any concerns. The childminder's risk assessments are effective, and children can explore and play within safe boundaries. The childminder keeps his home and garden safe for children's use and ensures children's safety when taking them on outings. Despite the recommendations identified for further improvement, the childminder ensures that the children are safe and well-cared for.

What does the setting need to do to improve?

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

- broaden opportunities to help children learn about the consequences of their actions so they learn to manage their own behaviour
- build on good safeguarding practices by helping children to develop an early understanding of personal safety, with particular regard to eating at mealtimes.

Setting details

Unique reference number	EY382567
Local authority	Bexley
Inspection number	10235254
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	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 2008. He lives in Sidcup, in the London Borough of Bexley. The childminder works with his wife, who is also a registered childminder. He is available to work each weekday from 8am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged three years. He holds a relevant early years qualification.

Information about this inspection

Inspector
Stephanie Graves

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 their evaluation of the provider.
- The inspector viewed the areas of the home used for childminding and discussed the childminder's intentions for children's learning.
- The inspector spoke to the childminder at convenient times during the day. Children approached the inspector to talk about their interests.
- Parents provided their views on the childminder's service, and the inspector took these into account as part of the inspection.
- The childminder provided records and documents for the inspector to sample.
- The inspector and the childminder evaluated the effectiveness of an activity together.

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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