

Childminder report

Inspection date: 13 February 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 provides a very welcoming, stimulating and nurturing environment to help to support children's learning, emotional well-being and safety. Children are tremendously happy, settled and enjoy the company of the childminder and others. For example, children share toys and keenly take turns as they complete a wooden pirate puzzle together.

The childminder places stories and books at the heart of the curriculum. Children confidently and enthusiastically talk about different stories that the childminder regularly reads to them. The childminder plans many opportunities, indoors and outdoors, for children to see, hear and act out favourite stories. Children demonstrate a love of books and early reading. For instance, young children show delight in acting out familiar stories, such as 'We're Going on a Bear Hunt'. Children's behaviour and attitudes to their learning are very good.

The childminder confidently promotes children's early mathematical skills well. She skilfully uses mathematical language alongside children's play and learning. For example, the childminder asks young children to sort, sequence and count coloured bears. She asks children to find 'flat' and 'curved' edges as they look for puzzle pieces. Children show good problem-solving skills, count and match colours. They confidently use mathematical language and excitedly shout out when they find the correct puzzle pieces. Children gain early mathematical knowledge in preparation for later learning. They persevere until the puzzle is complete. The childminder enthusiastically praises children for their achievements, which helps to support their positive sense of achievement.

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

- Partnership working with other professionals is effective. The childminder has good links with teaching staff at local nurseries where children also attend. They share important information about children's learning and development, what they know and can do and what children need to learn next, such as toilet training. This helps to promote a consistent approach and positive outcomes for all children.
- Overall, the childminder supports children's language well. The childminder talks to children about what they are doing as they play and introduces new language to them. This helps children to develop their communication skills. However, the childminder does not give support for children who speak English as an additional language to a higher level.
- The childminder plans an exciting and ambitious learning environment to help to meet children's individual learning needs. Young children play imaginatively as they pretend to be superheroes and fairies. Children concentrate as they roll and

flip pancakes made from dough. They are very keen and motivated learners. Children make good progress from when they first start at this setting.

- Children begin to recognise and label feelings when they listen to, and remember, stories. For example, children say that the bear is 'sad' and Jack is 'happy' when he buys beans. The childminder reads to children in a way that engages them. Children confidently communicate their needs and wants by using the new words that they learn and by using expressions. However, on occasion, the childminder does not always model the correct pronunciation of words. This means that children do not always hear the correct pronunciation, to help to develop their speaking skills further.
- The childminder takes children on daily visits in the local area. This helps to provide children with a range of experiences, and it helps to develop their sense of self within the local community. The childminder is clear about what she wants children to learn during each outing. Children build their confidence in social situations. For example, they enjoy visits to playgroups to play with others. They visit the woods to help to build on their understanding of the natural world.
- Children's safety and well-being are a priority for the childminder. She keeps her safeguarding knowledge current through training and online research. For example, the childminder knows the correct procedures to follow if she has a concern about a child's welfare. She completes daily checks of her home, including before outings, so that potential risks to children are identified, minimised and removed. Children are kept safe and free from harm.
- Parents are extremely positive with their feedback about their children's care and learning. They say the childminder is 'wonderful' and that they would highly recommend her to others. Parents notice the progress their children make. They comment positively about their children's new knowledge.

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:

- use the information gained about children to value and celebrate their home languages, cultures and beliefs further
- support children's language development by modelling the correct pronunciation of words.

Setting details

Unique reference number	EY390991
Local authority	Bexley
Inspection number	10305599
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	3 to 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	27 February 2018

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Bexley. The childminder works Monday to Thursday, from 7.30am to 6pm, all year round. She offers early funded education for two-, three- and four-year-old children. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Jane Morgan

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 childminder.
- The inspector discussed with the childminder how she organises and implements her curriculum.
- The childminder took part in evaluating planned experiences with the inspector.
- The inspector considered the quality of education during activities and the impact this has on children's learning.
- The inspector observed the interactions and conversations between the childminder and children and considered the impact these have on children's learning.
- Parents shared their views of the childminder's setting with the inspector and in written feedback.
- The inspector viewed 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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