

Childminder report

Inspection date: 19 May 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 are confident, safe and settled. They are happy to arrive at the childminder's house and excitedly greet their friends. Children are content and happily join in with the interesting curriculum provided. They enjoy their learning experiences. For example, children eagerly sing rhymes and action songs. They giggle with excitement, dancing about and singing. Children have good opportunities to be imaginative. They pretend to be doctors, and use dolls as their patients. Children are confident to communicate their thoughts and ideas to bring their fantasies alive.

Children are confident, sociable and readily join others in their play. They have good opportunities to develop their physical skills. For instance, children play on bikes, scooters and ride-on toys. Children engage in interesting activities that help to develop their hand-to-eye coordination, such as play dough. They learn about people in the wider community. For instance, children acknowledge a range of different cultural celebrations and events.

Children establish secure and trusting relationships with the childminder. As a result, they have a good sense of belonging, and positive levels of well-being and self-esteem. Children are polite and have a positive attitude towards their learning. They enjoy the company of each other and the childminder.

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

- The childminder gets to know children well. She understands their personalities, likes and dislikes. This helps the childminder to devise a curriculum that captivates children's attention, and builds on what they already know and can do. All children make good progress from their starting points in learning.
- Children develop secure mathematical knowledge and understanding. They have opportunities to repeat their learning, which enhances their memory skills. This supports children's retention of knowledge in learning. For example, older children count down from 'five' to 'one', and understand 'more' and 'less'. They confidently identify numerals, matching these to corresponding amounts and recognising shapes, such as 'square, triangle' and 'circle'.
- Children are curious and like to explore independently. They demonstrate good powers of concentration. However, at times, the childminder does not give children enough time to finish what they are playing with before changing activities. As a result, children become irritable and transitions between activities are not as smooth as possible.
- Overall, children behave well. For instance, they are polite and kind to each other. Children listen to the childminder and follow her instructions. However, she does not consistently ensure that children fully understand what is expected

of them. For example, at times during large-group activities, she does not provide children with a clear explanation of her expectations.

- Older children are prepared well for their move on to school. They take part in a range of interesting activities to support this. Children make marks, write letters and their name. They develop good self-help and self-care skills. The childminder provides many opportunities to support children's independence. For example, children confidently put their shoes and coat on, and manage their personal needs in the bathroom.
- The childminder helps to promote healthy lifestyles with children. Children have the opportunity to rest. They have easy access to the outdoors to enjoy the fresh air and exercise. Children regularly visit places of interest, such as local parks, shops and the library.
- Younger children's communication and language skills are effectively supported. The childminder constantly talks to children. She uses lots of good eye contact, rhymes, and adds words to their babbles and actions. Children respond to these with delight.
- The childminder establishes positive relationships with parents. Parents highly praise the childminder and her co-childminder. The childminder keeps parents fully involved and informed about their children's day and achievements. The childminder talks to parents every day and shares daily photos of what their children have enjoyed learning.
- The childminder keeps her knowledge and skills up to date. She evaluates her practice and the quality of service which she provides with her co-childminder. The childminder seeks appropriate training to help to make positive changes that support all children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to protect children from harm and the risk of being exposed to extremist views. She attends regular safeguarding and child protection training to keep her knowledge up to date. The childminder recognises the possible signs and symptoms of abuse. She understands the local procedures to follow if she needs to seek further help or to report any concerns. The childminder ensures that children are able to play in a safe environment. She carries out regular risk assessments to minimise any potential hazards.

What does the setting need to do to improve?

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

- provide a smoother transition between activities by giving children more time to finish what they are doing, before they move on to the next activity

- support and extend children's enjoyment and learning further during group activities by providing children with a clearer explanation of the behaviour expected of them.

Setting details

Unique reference number	EY395846
Local authority	Bexley
Inspection number	10232944
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 2009 and lives in the North Thamesmead area of the London Borough of Bexley. She operates for most of the year from 7.30am until 6pm, Monday to Friday. The childminder works with a co-childminder.

Information about this inspection

Inspector
Marvet Gayle

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.
- The inspector had a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the curriculum which the childminder provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Documentation was reviewed. This included paediatric first aid, Disclosure and Barring Service checks for all adults living and working in the household and samples of the progress check for children aged between two and three years.
- During the inspection, the inspector spoke to the childminder and children at convenient times, and considered their views.
- The inspector took into account the views of parents spoken to during the inspection.

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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