

Childminder report

Inspection date:

28 November 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

Children are content, settled and flourish well in the nurturing care of the childminder. The childminder provides a warm and welcoming home environment where children feel safe and secure. She knows the children well and uses their interests along with information from parents and her observations to support the children's learning. Children are confident, motivated and engaged in their play and learning. The childminder interacts very well with the children. They build a strong positive bond with each other, which helps children to thrive. Children find books of their interests, which they ask the childminder to read. She pauses as she reads to allow children to join in and contribute. Children approach activities with curiosity and excitement. For example, they happily join in painting as they eagerly identify the colours of Autumn.

The childminder knows the children very well. She takes time to discuss individual children with their families before they embark in her care. For instance, any special educational needs and/or disabilities (SEND) or medical needs. The childminder communicates effectively with parents and other professionals, such as school, which benefits the children.

The childminder has high aspirations for children's learning. She skilfully uses questions to help children think and recall past experiences, which they talk about. For example, what they saw when they went to the woods, which she links to a story they also know and love. Children pretend to read stories the childminder has written down from their excursions. They know and understand simple behavioural expectations, which they follow.

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

- The childminder plans for the children, according to their interests and effectively links this to their curriculum focus. She checks what children know and can do. This helps her to identify progress in children's learning, any emerging gaps and support that is needed. The childminder takes into consideration children's attendance and that she only works term time. She speaks to parents, takes time to observe and assess each child to check their development. This helps her to accurately identify next steps in children's learning. However, at times, activities are not well implemented to effectively enhance what children are learning. For example, while children explore paint that represents the colours of Autumn, opportunities to help them understand the changes taking place were not fully explored. Hence, not enhancing children's learning to even higher levels.
- The childminder provides opportunities for children to develop their fine motor skills in readiness for writing. For instance, she offers paintbrushes and other

tools to spread the paint and make marks. Large-muscle movements are also supported through daily use of the garden, local parks and trips to places of interest, such as the woodlands.

- The childminder incorporates opportunities for children to explore numbers and supports mathematical development well. She encourages children to count and creatively use a range of ways to support children's knowledge and understanding of numbers and amounts.
- Children are strong communicators. They tell lengthy made-up stories, speaking clearly and using full sentences. The childminder introduces the correct name of items and new vocabularies as they play, such as, 'wavey', 'straight' and 'swirling' to describe the different lines they are drawing. She asks interesting and engaging questions that encourage children to speak and join in conversations. For example, she pauses while reading to the children, which encourages them to join in. This enhances opportunities for children to develop their ideas and vocabulary.
- The childminder supports children to wash their hands. She provides healthy meals for children, which promotes healthy eating. The childminder builds on children's awareness of oral health. For example, she teaches children how to care for their teeth and plans activities to help them understand this. However, this is not consistent as facilities for hand drying do not effectively promote healthy practice.
- Overall, children are independent. However, the childminder does not consistently support them to develop their self-care skills. For example, she does not encourage children to carry out simple tasks, such as wiping their own nose.
- Partnerships with parents are strong. Parents provide written feedback for the childminder, which is highly complementary. They state, 'the childminder cares deeply for all children' and that they 'trust her implicitly'. Parents are particularly impressed with the high level of attentive care that their children receive.
- The childminder reflects on her provision. She ensures that her training and qualifications are up to date, and she is part of a group of local childminders who help to provide support for each other.

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:

- implement activities more effectively so they clearly link to what children are learning

- strengthen the handwashing system that is in place for children to further promote healthy habits
- encourage children to carry out simple task for themselves, such as wiping their nose, to consistently promote their self-care skills.

Setting details

Unique reference number	EY408689
Local authority	Bexley
Inspection number	10359930
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 December 2018

Information about this early years setting

The childminder registered in 2010 and lives in Bexleyheath, in the London Borough of Bexley. She operates her service Monday to Thursday, from 7.30am to 5.30pm, term time only. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The childminder completed a learning walk with the inspector.
- The inspector observed activities and assessed the impact these have on children's learning and discussed with the childminder how the early years provision is organised.
- The childminder and inspector reviewed the activities and children's learning.
- The inspector viewed relevant documentation, including paediatric first aid.
- The inspector engaged in children's conversations at appropriate times.
- Parents provided written feedback, which the inspector viewed and took into consideration.

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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