

Childminder report

Inspection date: 18 February 2020

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 excellent attachments with the childminder and respond to her well. The childminder helps to support children's emotional well-being and provides them effectively with the security they need. Children are happy in this relaxed setting and smile as they play games with the childminder. They look to her for reassurance and praise and beam when they receive this. The childminder is a calm, kind and positive role model. This sets a good example for children who reflect these characteristics. Children display their positive behaviour appropriately when they are out in the community, such as when they have tea and toast at a café. The childminder ensures she creates an inclusive environment that supports the needs of individual children well. For example, she works well with parents of children who speak English as an additional language. She develops resources and learns key words in children's home language. This helps children to feel valued and included. The childminder has high expectations for children. She builds on their vocabulary well and develops their communication and language skills successfully. The childminder's genuine compassion and care for children is abundantly clear.

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

- The childminder includes the views of parents and children when evaluating her provision. She considers how to improve the quality of creative experiences for children and has built on this well since her last inspection. For example, she helps children build models and structures and express their thoughts and ideas on paper. This helps children to explore other materials and forms of artwork.
- Overall, the childminder is reflective. She knows that she has not completed training for some time to strengthen children's learning and raise the quality of her teaching further. This is an area of her practice that she identifies would enhance her provision even further.
- The childminder successfully helps children learn about the local environment and the wider world, such as during walks by the river. They talk about what they see and hear, including wildlife, planes and boats. The childminder assesses risks and allows children the freedom to walk ahead of her independently. Children develop good levels of self-confidence and learn how to consider their safety in the world around them.
- The childminder builds on children's enthusiasm for stories well and encourages them to choose from a range of books when they visit the local library. She helps children to explore different characters and builds on their imaginative skills effectively, such as in a well-thought-out role-play area, including a doctor's surgery, an office and a shop.
- Children know the boundaries and rules in place and behave well. The childminder's consistent approach to supporting children's behaviour helps them

consider their own actions and the impact of their behaviour on others. For instance, children know to play quietly in the garden if it is early in the morning, to be respectful of neighbours.

- The childminder's accurate observations and assessments of children's development help her identify starting points and the progress children make. Her effective partnership with the local early years advisory team helps her to identify when external interventions are needed to further support children's development.
- Children develop good self-care skills. The childminder helps to extend this beyond her provision. For instance, she encourages parents to give children time to manage tasks themselves, such as putting on their coat independently.
- The childminder knows children very well and, overall, organises a high-quality curriculum tailored specifically to individual children's needs. For example, she makes lift-the-flap boards with animals hidden behind flaps, introduces animal figures and uses sign language when she says the names of animals. This contributes effectively to building on young children's level of understanding.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding. She has effective policies and risk assessments in place to maintain the safety of children in her care. She recognises the signs and symptoms of abuse and is alert to potential signs that a child may be at risk of extreme views and ideas. She knows the correct procedures to follow to report concerns regarding a child's welfare. She completes extensive safeguarding training to ensure her knowledge and practice remain up to date, as children's safety and well-being is her highest priority.

What does the setting need to do to improve?

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

- make better use of professional development opportunities that focus on areas that will take the quality of care and education to the highest level.

Setting details

Unique reference number	EY418027
Local authority	Bexley
Inspection number	10137772
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2010. She lives in Erith, in the London Borough of Bexley. She holds a relevant childcare qualification at level 3. She provides care Monday to Friday, from 7.30am to 6pm, all year round.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector observed the quality of interactions between the childminder and children.
- The inspector and childminder completed a learning walk and discussed how the environment is organised to support different children's learning.
- The inspector and childminder carried out a joint observation of an activity.
- The inspector sampled a range of documentation, including training certificates, policies and planning records.
- The inspector held discussions with the childminder and children at appropriate times during the inspection and took account of parents' views given in writing.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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