

Childminder report

Inspection date: 29 July 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 feel content and happy when they arrive with their parents. They enter the safe, welcoming childminder's home eager to start playing. For instance, older children select different pages they would like to do from the summer activity book. They confidently cut out images and concentrate well as they complete their sticking. Children receive lots of positive praise for their efforts. In addition, they are developing good small-motor skills. The childminder has high expectations for all children. Children access a broad range of learning opportunities, inside and outdoors. They access fresh air and develop their physical skills during outdoor play in the well-resourced garden. Children learn to climb up the slide safely and engage in imaginative play with their friends in the playhouse. This helps build on their muscle strength.

The childminder is a good role model. Children are treated with respect and care. They listen to their friends and respond to each other's needs. For instance, young children share resources with older children during their construction play to help them finish their ideas. Children behave well. They are very confident and independent. Children take great delight in sharing their learning with adults. This helps build on their self-esteem and prepares them well for the next stage of their learning.

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

- Children are inquisitive and confidently lead their own play. The childminder supports children to make progress through questioning as they explore different resources. However, on a few occasions, the childminder does not challenge and extend children's learning further. For example, the childminder does not explain how magnets work when older children question why they will not stick together.
- The childminder is aware of the importance of developing her setting to help promote children's understanding of people, cultures and communities beyond their own. She attends training to build on her knowledge and plans how she will effectively implement changes to the learning environment. However, although the childminder knows some children speak English as an additional language, she does not promote children's home language.
- The childminder supports children to build on what they already know and can do. For example, when children play with the train track, the childminder encourages older children to identify numbers on the sign. Children confidently read the number '20'. Young children show determination as they work out how to make the train track fit together. Children are developing their mathematical skills. All children, including those who receive additional funding, make good progress in their learning and development.

- From a young age children develop their independence skills. For instance, they prepare their own fruit during snack time. The childminder encourages children to cut their fruit in 'half' when they cut bananas with the knife. She teaches children how to keep safe and the importance of healthy eating. Children focus and concentrate well during activities. Their behaviour is good.
- Parents are extremely positive about the care their children receive. They appreciate the childminder's approach and feel well informed about their children's progress. Parents complete a questionnaire about the childminder's care and practice. This helps the childminder to evaluate her setting and drive improvements forward.
- The childminder encourages children's early love of reading. Children freely select from a wide range of books to sit and read with the childminder. The childminder follows children's interests and plans the curriculum to support their individual learning. For instance, she reads a book about different types of transport after children have been playing with the train track. Children talk about the images they see and take turns to share about their own experiences. This builds on their communication and language skills.
- The childminder promotes children's physical and emotional well-being. Children enjoy using their senses to explore a range of different materials. For example, children explore sand and water in the garden and visit the farm and parks where they search for natural resources. This builds on children's social skills. In addition, they learn about the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe in her care. She carries out evacuation drills with children regularly, using different exits from the home. This helps children to understand the procedure to follow to keep themselves safe in the event of a fire. She understands the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the signs that could suggest a child is at risk of being exposed to extreme views and behaviours. She knows who to contact if she has a child protection concern about a child or adult. The childminder completes a safety check of her premises before children arrive.

What does the setting need to do to improve?

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

- ensure older children's learning is extended even further to provide additional challenge and to help them achieve the highest levels of progress
- continue to develop the learning environment to enhance children's understanding of diversity and support children's first language.

Setting details

Unique reference number	EY419486
Local authority	Bexley
Inspection number	10235486
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 October 2016

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Bexley. She holds a relevant childcare qualification at level 3. The childminder offers funded early education for two- three- and four-year-old children and supports children. She offers care Monday to Friday, from 7.30am to 6pm, throughout the year.

Information about this inspection

Inspector

Angela Colman

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed interactions between the childminder and children present.
- The childminder spoke to the inspector about how she plans her curriculum and how she shares children's achievements with their parents.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- Relevant documentation was sampled during the inspection. The inspector held a leadership and management discussion with the childminder.

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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