

Childminder report

Inspection date: 11 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the childminder's care. They arrive highly motivated and eager to engage in their learning. Children confidently self-register as they enter the childminder's home. Young children show delight as they identify their friends' names. Children are happy and secure in the learning environment. The childminder uses her knowledge and experience to plan highly stimulating activities to support children's individual learning. For instance, she creates a story basket based on a book which features the children's names. Children successfully match the objects from the basket to those they see in the book. They skilfully identify their name and individual letters as the childminder reads the story. This helps children develop their literacy skills. Children make excellent progress, including those in receipt of additional funding. They are extremely well prepared for the next stage of their learning. Children's behaviour is exemplary. Young children remind others how to ask nicely for things by saying, 'We say please can I have.' Children follow excellent hygiene practice. They sing 'Happy Birthday' twice as they wash their hands. Children comment that they need to do this to clean off the germs. Children's experiences both inside and outdoors encourage them to be highly inquisitive. The childminder provides enriching experiences for children to develop their mathematical skills. For instance, young children show delight in measuring the height of sunflowers they have planted. Children care for caterpillars and observe the changes as they transform into butterflies. Children discuss and display an excellent understanding of life cycles and the natural world.

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

- The childminder takes every opportunity to skilfully extend children's mathematical skills during imaginary play. She skilfully challenges children's thinking while they play. Children confidently count in sequence. They expertly describe 'half' and 'quarters' as they competently slice 'pizza' and 'cakes' while moulding play dough. The childminder encourages children to work things out for themselves as they discuss 'more' and 'less' to fill their cake tray. Children use technological resources effectively to count. Young children show delight in setting the timer and counting down to show when their cakes are ready.
- The childminder supports children to build on their self-esteem as they learn about diversity. In age-appropriate ways, they confidently challenge stereotypes, using a broad range of dressing-up clothes. Older children learn about the Jewish culture. They explore the meaning of the 'Hanukkah' candle when they make their own during creative play. Young children participate in different activities to help them learn about Chinese culture. They try dishes from other cultures and show great determination as they learn how to eat using chopsticks. This strengthens children's understanding of their similarities and differences.

- The childminder is ambitious. She uses highly effective methods to reflect on her practice. She evaluates feedback from parents and children and makes decisions about how to drive forward improvements. The childminder discusses changes and ideas with children. She shares updates with parents through her highly informative newsletters. The childminder sharply focuses on her professional development. She attends training to develop her skills. In addition, she assesses the effectiveness of her curriculum. She takes account of how well learning was planned, implemented and achieved to promote children's learning to the highest level.
- The childminder shares her meticulous observations and assessments with parents. She has developed excellent partnerships with other professionals, the local school and other settings that children attend. For instance, she participates in the local authority project, 'Big Bear Challenge', to support children's transitions to school. This provides highly effective continuity of care.
- The childminder cultivates an environment where children are enthusiastic about following a healthy lifestyle. Parents comment on how the innovative menus encourage children to try new food, such as 'pizza boats'. Children celebrate bonfire night, making fireworks with hummus breadsticks. Children have wonderful opportunities to develop their independence skills. They grow and pick fruit, and enjoy making desserts, such as fruit crumble. Young children confidently prepare their own snacks. For instance, they use knives to butter and cut their sandwiches. Children develop excellent hand-to-eye coordination.
- The childminder provides a wide range of experiences for children outside the home. She supports children to manage risks during trips to parks and farms. For example, older children skilfully use large climbing equipment. Young children learn about the ice age using hammers and mallets to break toy dinosaurs out of ice in the garden. Children have regular opportunities to interact with other children. Older children learn new skills when they go bowling with their friends. Young children have visits to museums and soft-play centres. This helps build on children's excellent social skills and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge and understanding of child protection. She is passionate about keeping her knowledge and training up to date. For instance, she learned about the signs of 'breast ironing' and 'cocooning' on her most recent safeguarding course. The childminder is able to confidently identify the signs and symptoms which may indicate a child is at risk of abuse. She knows the procedures she needs to follow to keep children safe. The childminder carries out regular fire drills. Children know the procedures to follow should an emergency occur. The childminder supports children to develop their skills to help them protect themselves.

Setting details

Unique reference number	EY429688
Local authority	Bexley
Inspection number	10137755
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 September 2015

Information about this early years setting

The childminder registered in 2011. She lives Welling, in the London Borough of Bexley. She operates her service from Monday to Friday, from 8am to 6pm. The childminder offers funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector viewed a sample of documentation, including safeguarding policies and children's records.
- At appropriate times during the inspection, the inspector spoke with the childminder. The childminder discussed how she reflects on her practice.
- The inspector took account of the views of parents and children through discussions and by reading the written feedback provided.
- A joint evaluation of an activity was completed with the childminder.
- The childminder took the inspector on a learning walk and discussed the activities she provides for children.

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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