

Childminder report

Inspection date:

7 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children happily re-settle into the childminder's care following the summer closure. Those children who are starting school look forward to new routines. They are eager to arrive at school with their older friends. Children demonstrate warm bonds with the childminder. They appreciate the frequent hugs and cuddles that they receive and express their affection for the childminder. Children show their independence. They learn how to look after their bodies and dental health. Children enjoy helping with tasks, such as bringing furniture inside as they prepare for breakfast.

Children build their mathematical awareness as they play with water. They fill containers and select pieces of the water tray to push and fit. Children enjoy playing outdoors. Younger children show their agility and eagerly embrace physical challenges. They confidently climb higher steps before sliding down, or safely bounce on trampolines. Children express their needs and ideas well. Children gain confidence in their abilities. For example, children have opportunities to show the progress they make with their speaking skills during circle-time activities. Children benefit from partnerships that the childminder builds with school teaching staff. Her shared approach contributes to children's positive start at school.

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

- The childminder has addressed the weaknesses identified at her last inspection. She has completed appropriate first-aid training and increased her knowledge and understanding about safeguarding issues. This helps to assure children's safety and welfare. The childminder works effectively with local advisors to make and sustain improvements.
- The childminder understands how sequenced learning opportunities support children's development. Older children use the garden hose spray gun to help water plants. The childminder explains how this helps to develop their small-hand muscles in preparation for later writing.
- The childminder shares accurate assessments of children's learning with parents. She takes prompt action if children do not progress as expected, with parents involvement. The childminder shares her teaching methods with parents and uses the advice of specialists. This helps to close potential gaps in children's learning. Children progress well from their starting points.
- The childminder helps children to develop their communication and language effectively. She speaks with children about what they do and encourages them to make choices about what to do. Children show the progress that they make. Older children develop their speaking skills and gain confidence to express themselves. Younger children begin to use single words and communicate their needs well.

- The childminder has a range of resources and equipment for children to use. These are not consistently accessible to children, although the childminder gets additional resources to help keep them engaged in learning. At times, activities are not sufficiently challenging or available for children to use or explore. Children become distracted or bored and begin to create their own risky play.
- Children behave well, overall. They generally respond to the childminder well. Very occasionally, children refuse to comply with instructions. On these occasions, the childminder gives children gentle reminders about what is expected. Although the childminder is alert and vigilant, she does not consistently explain the potential consequences of children's spontaneous play, such as attempts to climb into the water tray.
- The childminder helps children to value their similarities and differences. For example, she shares her language with children from similar backgrounds. Children read and share books that reflect their communities. This helps children to develop a sense of belonging as they settle into her setting.
- Children have good opportunities to work out how things work. They push buttons to hear sounds or make things move. Children show their previous learning, for example, as they confidently use garden equipment. The childminder builds well on children's emerging understanding of technology.
- The childminder plans activities to support children's understanding of school routines and expectations. Children receive support to develop their independence, self-care and social skills. The childminder shares information with school staff to help them understand how children learn best. Children are prepared well for their moves to school and look forward to their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has taken steps to ensure her premises are safe for children, indoors and outdoors. She takes action to minimise or remove potential hazards as children play. Children understand rules about the family pet. The childminder is confident to explain how she would respond to the possible abuse or harm of a child. She understands the procedures to follow if an allegation is made. The childminder is alert to risks to children such as female genital mutilation, exposure to domestic abuse, extreme views or unsafe technology. The childminder manages children's personal care needs effectively. She supports children to develop healthy eating and hygiene habits.

What does the setting need to do to improve?

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

- strengthen the curriculum, so that children have access to challenging activities

that meet their individual learning needs throughout the day

- enhance support for children to understand how to keep themselves safe as they play.

Setting details

Unique reference number	EY440656
Local authority	Bexley
Inspection number	10218345
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 December 2021

Information about this early years setting

The childminder registered in 2012. She lives in Welling, in the London Borough of Bexley. Her provision operates from 8am to 5.15pm, Tuesday to Friday, during term time only. The childminder holds a qualification at level 2. She receives funding for early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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