

Childminder report

Inspection date: 4 November 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

The childminder provides a safe and welcoming home, where children feel secure and loved. Children respond well to her gentle, calm approach. They show high levels of confidence and an eagerness to learn. For example, children ask the childminder to count the puzzle pieces together, as they pack them away, which she happily does. Children are creative and imaginative. For example, they enthusiastically paint firework pictures, in preparation for bonfire night. They have countless opportunities to develop fine motor skills. They carefully hammer in nails and shapes into the corkboard and peel stickers to add to their firework paintings.

Children's behaviour is good. For example, they say 'please' and 'thank you' without prompting from the childminder. They understand that before moving on to the next activity they need to tidy up first, which they happily do. Children have a positive attitude towards their learning. They show high levels of concentration in everything they do. For instance, they carefully complete a puzzle independently. They are incredibly proud of themselves as they confidently show the inspector the finished product.

Children enjoy rich experiences to help them develop an understanding of the world around them. For example, they enjoy learning about the changing seasons, as they collect leaves from the local woods. The childminder is passionate about providing children with opportunities to explore their local community. For example, children regularly attend playgroups where they enjoy interacting with other children and adults. They also enjoy weekly visits to the library for story and rhyme time.

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

- The childminder knows the children well and provides challenges as they play. For example, children show a keen interest in puzzles, particularly letter puzzles. As they skilfully complete these, the childminder explains the sounds the letters make. Together, they make suggestions of what words start with that letter. The childminder makes regular assessments of what children can do and uses this information to plan for the next steps in their learning. Children make good progress from their starting points.
- The childminder offers children healthy and nutritious food at snack and mealtimes. Children participate in daily exercise. They spend time in the garden, go on regular trips to the park and walk to and from school, to drop off and collect the older children. This supports children's understanding about healthy lifestyles.
- The childminder takes every opportunity to introduce new language and broaden children's vocabulary. She engages in meaningful conversation and models

language. Children are strong communicators and confidently share their ideas and opinions with the childminder and the inspector. For example, as children carefully choose colours for their paintings, they enthusiastically explain what their favourite colours are and that their painting is 'for dad'.

- Overall, the childminder reflects well on her practice and what she feels she is doing well and what she would like to develop further. However, she has not fully considered how she can continue to develop her practice through ongoing professional development opportunities and self-evaluation of her provision.
- Children develop a love of books, and they eagerly choose from the wide selection available. The childminder talks to children about what they can see in the pictures and helps them make links to familiar things. For example, a particular favourite book of the children's is about different jobs people do. The childminder asks children to think about what jobs they would like to do when they are older. The children then make suggestions about what the childminder might want to do, such as 'becoming a ballerina'.
- The childminder develops strong bonds with the children. She interacts with them with genuine enthusiasm and excitement. This helps to create the warm and homely environment. Parents speak highly of the childminder and appreciate the care and guidance she offers. They comment on the progress their children make and the wide range of activities she provides.
- Children are independent. They happily choose which activities they would like to explore and enjoy leading their own play and learning. The childminder gives children the space and freedom to manage challenges by themselves and knows when to offer support and guidance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard and protect children. She has effective safeguarding procedures in place to support keeping children safe. The childminder keeps her knowledge of safeguarding and local procedures up to date through regular training. The childminder is aware and familiar with the signs and symptoms that may indicate a child is at risk of possible abuse, including being exposed to extreme views. The childminder knows the correct procedures to follow if she has concerns about the welfare of a child or if any allegations are made against a member of her household. The childminder carries out regular safety checks. She has a clear process in place for managing accidents and incidents and for reporting on children's attendance.

What does the setting need to do to improve?

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

- develop ways to evaluate practice and identify professional development plans,

to further strengthen knowledge and teaching skills.

Setting details

Unique reference number	EY448537
Local authority	Bexley
Inspection number	10235826
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	3 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Welling, Kent. The childminder works from 7.30am to 6pm, during term time only. She holds a relevant level 3 early years qualification.

Information about this inspection

Inspector

Laura Rathbone

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 childminder and the inspector completed a discussion about the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- Written views from parents were taken into account during the inspection.
- The inspector viewed key documentation, including evidence of suitability and qualifications.

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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