

Childminder report

Inspection date: 7 March 2023

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 safe in the childminder's welcoming environment and enjoy this home-from-home setting. They build positive relationships with the childminder and each other. For example, children snuggle into her as she reads stories. Children are confident communicators. For instance, they chat happily to visitors about their time with the childminder and proudly show off new skills they have learned, such as finding their initial letter in their names and those of their friends. Young children learn new words as they play with water and explore first-word books.

Children enjoy nursery rhymes and singing. For example, children participate enthusiastically in learning nursery rhymes, older children exploring new sounds using a keyboard. Younger children enjoy moving to the rhymes they hear. Older children develop good physical skills as they learn to use scissors and rolling play dough to build their small hand muscles for early writing skills. Younger children develop good physical skills, as they learn how to drink from cups and feed themselves.

Children behave well. They learn to take care of toys and respect the childminder's home as they help tidy up. The childminder encourages children to use manners, such as saying 'please' and 'thank you'. Books are used well in the setting. Children choose books independently and take them to the childminder to read. The childminder extends children's interest in their favourite books during trips to local parks and woodlands as they use binoculars to look for favourite characters.

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

- The childminder plans a curriculum which she tailors to meet the children's individual needs and next steps. The curriculum reflects children's interests and supports all children to make the best possible progress. The childminder observes children's play and plans learning experiences that support children to gain new knowledge and skills, and to make good progress in their learning. However, on occasion, she does not revisit children's past learning to assess their understanding of what they already know in order to extend their learning further.
- The childminder uses age-appropriate vocabulary with children to support their communication and language development. When children are at the water tray in the garden, she uses single words, such as 'splash', with younger children. She uses more challenging vocabulary, such as 'disgusted' with older children when they talk about feelings shown in the book. Children are very articulate with their speech. The childminder frequently takes the children to the library and local parks. This helps them to gain confidence when communicating with a

wider range of people. The children show this confidence when talking to visitors.

- Children learn about healthy lifestyles, including handwashing and eating nutritious food. The childminder prepares healthy snacks and meals. She talks to children about the benefits of eating healthy foods, explaining how it makes them grow strong. Children enjoy regular exercise and fresh air during outdoor play.
- The childminder supports children to be independent, as they put on all-in-one suits and shoes for garden play, and older children wash hands and manage their own personal care. However, she quickly offers help to children and does not encourage them to try things for themselves that they find a challenge. Therefore, children give up too quickly and do not try for themselves.
- Parents are complimentary of the service that the childminder provides. They comment that their children are 'well cared for'. Parents state that their children are making good progress in their development. Parents receive daily updates on what their children have been doing during their day. The childminder shares information with other setting children attend to ensure continuity of care and learning. Parents comment that their children are very happy.
- The childminder is professional and enthusiastic about her role. She describes how she reviews her provision and makes positive improvements to enhance children's learning and enjoyment. For instance, she gains further knowledge and skills through continuous professional development to enhance children's experiences at the setting. For example, she uses ideas from a healthy lifestyle course such as yoga to support children to understand the link between healthy foods and the importance of exercise.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to promote children's well-being at all times. She attends regular training and has a solid knowledge of child protection and safeguarding matters. The childminder knows the actions to take if she has any concerns about children's welfare. She understands the procedures to follow if there is an allegation made against her. The childminder has risk assessment procedures in place to help her identify any hazards. The space used for childminding is clean and safe for children to play and learn in.

What does the setting need to do to improve?

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

- use opportunities in children's play to revisit their learning to help consolidate their understanding
- encourage children to have a go and keep trying, to help them become eager

learners.

Setting details

Unique reference number	EY472688
Local authority	Bexley
Inspection number	10236307
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 2014. She lives in Sidcup in the London Borough of Bexley. The childminder provides care on Monday to Thursday, from 7.30am to 5.15pm, for most of the year, with the exception of bank holidays and family holidays. She holds a relevant childcare qualification. She offers early years funding for children aged three and four years.

Information about this inspection

Inspector

Tracey Murphy

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 childminder and has taken that into account in their evaluation of the provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- 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 children and the childminder.
- The inspector sampled written feedback from parents to gather their views.
- 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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