

Childminder report

Inspection date: 1 September 2025

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 has a warm and caring manner, which makes children feel safe, happy and welcome in her home. She knows the children well and understands their likes and dislikes. This supports children's emotional well-being, confidence and self-esteem effectively. Children show that they feel safe and cared for in the childminder's home.

Children become confident and learn self-care skills. The childminder actively encourages children to do things for themselves, such as putting on and taking off their own coats and changing their shoes. This promotes children's confidence effectively and prepares them for the next stage of their education.

The childminder has high expectations of children's behaviour, and she actively promotes British Values. She consistently models and encourages good behaviour, and children beam with delight at her applause. This supports children to develop good social skills effectively and prepares them for life in the wider community and modern Britain.

The childminder's curriculum is ambitious for all children, including those with special educational needs and/or disabilities (SEND). She provides an environment rich in language and conversation. This supports children's development of communication and language effectively and adds to their knowledge and the skills they need for their future lives.

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

- The childminder has very strong working relationships with parents, who praise her for her kindness and commitment to caring for their children. They regularly discuss children's progress and their next steps. Parents benefit from the childminder's support to make the best decisions for children. For example, she encourages them to access services available, such as dental care.
- The childminder's practice is highly inclusive of children with SEND. They benefit from care and education that are specifically targeted to meet their needs and developmental stages. The childminder regularly undertakes relevant training and works effectively with other settings, professionals and parents. This helps support all children to be fully included, to access the curriculum and achieve the best possible outcomes.
- The childminder has a clear understanding of children's starting points and progress. She shares this with parents and other professionals, ensuring a cohesive approach to children's learning and development. The curriculum is well planned, with a strong focus on communication, independence and good manners, preparing children effectively for the next stage of their education.

- The childminder plans well, overall, to support children's development. However, during some activities, she does not fully follow children's spontaneous interests. At these times, interactions are less effective in extending children's learning and deepening their engagement.
- The childminder supports children to be confident and independent learners with a positive attitude to learning. She incorporates opportunities for children to develop their independence as she patiently supports them to learn self-care, such as careful handwashing. She provides time and encouragement for children to practise and persevere. Children are proud of their achievements when, for example, they manage to open a new pot of play dough. This supports them to learn to concentrate, and they stay on task for impressive amounts of time.
- Communication and language are cornerstones of the childminder's practice. She provides children with opportunities to choose which activities they would like to do, and she supports them to develop ideas based on their choices. She continuously engages in conversation with children and very effectively models language. For instance, she describes the actions of children who are not yet speaking. This way children are introduced to a rich variety of concepts and vocabulary, which helps develop their language and essential skills for their future lives.
- The childminder supports children to be physically active. They have daily access to a welcoming outdoor environment designed to encourage them to explore movement in a variety of ways, such as climbing, running and crawling.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- follow children's interests more carefully to further extend their learning.

Setting details

Unique reference number	EY546858
Local authority	Bexley
Inspection number	10399723
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 9
Total number of places	5
Number of children on roll	5
Date of previous inspection	12 December 2019

Information about this early years setting

The childminder registered in 2017. She lives in Erith, in the London Borough of Bexley. The childminder provides care from Monday to Friday, all year round.

Information about this inspection

Inspector

Marlene McEleney

Inspection activities

- The childminder showed the inspector the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 the children.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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