

Childminder report

Inspection date: 29 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a friendly, welcoming and homely environment where children feel safe and secure. She has developed strong systems to help new children to settle well. The childminder gathers information about individual needs, routines and interests. This helps her to get to know children well. Babies happily explore different toys and venture further as they play. They return for cuddles and reassurance when required. Older children make choices in their play, and access equipment confidently.

Children are eager to participate in well-planned activities, and show positive attitudes to learning. They are curious and concentrate with interest as they play. For example, younger children make marks with chalk and persevere as they find shapes to fit into the sorter. Older children extend their imaginations and develop their creative skills as they play with construction equipment. The childminder has high expectations of children's behaviour. She encourages them to build strong relationships with each other, and to be kind. Children learn to share equipment and show respect to each other. They behave well and use good manners.

The childminder models a calm and caring approach to running the setting. She provides regular praise and encouragement and acknowledges the children's achievements. This builds children's self-esteem and increases their confidence.

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

- Children benefit from a well-organised environment and the broad range of equipment and activities on offer. The childminder plans activities and builds on what children know. She uses detailed observations to identify their next steps in learning. However, information used to monitor children's progress is not routinely consistent and, as a result, gaps in children's learning are not spotted as quickly as they could be.
- The childminder promotes mathematical language and concepts in everyday activities. For example, children learn about size as they attempt to build towers as tall as them. They identify colours and numbers during craft activities. Older children support younger children to match shapes to their corresponding spaces. Children count with the childminder as they share stories and rhymes.
- Children develop a good understanding of how to keep themselves safe. The childminder teaches children about road safety on the way to school. Children learn about stranger danger and fire evacuation procedures in case of an emergency.
- The childminder supports children to become strong communicators. She regularly reads stories and sings songs to increase their vocabulary. The childminder interacts with children and supports them to talk about the pictures

in the books they are reading. She skilfully asks questions to extend their sentences. Babies are encouraged to listen to noises on technology toys and repeat animal sounds. This helps to develop their early language skills.

- The childminder supports children to be independent and to learn skills that prepare them for future moves to nursery and school. For example, older children use cutlery to cut up their food at lunchtime, blow their own noses and attend to their own toileting needs. Children learn good hygiene practices, and wash their hands before eating food. They listen well, follow instructions and tidy away equipment when they have finished playing.
- The childminder is proactive in making improvements to her practice and identifies areas for improvement. She keeps up to date with changes, and shares good practice with other childminders. The childminder seeks feedback from parents and children, and takes account of their views. She has identified further training to extend her knowledge and enhance the quality of teaching.
- The childminder builds strong relationships with parents. She shares daily information with them, and keeps them informed about their child's care routines and learning. However, she does not regularly share next steps in learning with them or ideas to help them support their child's learning at home.
- Children have many opportunities to explore the outdoors and be physically active. The childminder organises regular trips to the park, toddler groups and to the library. She provides nutritious snacks and meals, and promotes clear messages to extend children's understanding of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training on safeguarding, and has a secure understanding of her responsibility to keep children safe. She uses risk assessments to ensure the environment is free from hazards and safe for children to play. The childminder can identify signs and symptoms that may indicate a child is at risk from harm. She knows the correct procedures to follow if she has any concerns regarding a child's welfare. The childminder ensures all members of her household have completed suitability checks. She maintains her public liability insurance and her first-aid qualification is kept up to date.

What does the setting need to do to improve?

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

- monitor children's progress rigorously and identify any gaps in their learning as quickly as possible
- share children's next steps in learning with their parents and support parents with ideas about how to continue their children's learning at home.

Setting details

Unique reference number	EY545283
Local authority	Bexley
Inspection number	10103501
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Belvedere, in the London Borough of Bexley. The childminder works on Monday to Thursday from 7.30am to 6.30pm, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The childminder showed the inspector around her home and explained how she organises the curriculum.
- The inspector observed the quality of teaching during a planned activity and the interaction between the childminder and the children.
- The childminder and the inspector held discussions at appropriate times during the inspection.
- The inspector checked the suitability of the childminder and other household members.
- The inspector viewed some documentation, including qualifications and children's learning journals, and discussed self-evaluation with the childminder.

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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