

Childminder report

Inspection date: 14 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder uses her home and children's enjoyment of different activities well to encourage them to explore and develop their interests. Children confidently move around and choose their preferred activities, such as playing with puzzles, sharing role-play toys or looking at books with the childminder. The childminder knows the children well. Overall, she matches activities to their ages and interests effectively. She has high expectations of what children can achieve over time. She assesses their progress well from the start and knows exactly what they need to learn next. Children show that they feel at home with the childminder. They can be heard chatting and laughing often with her as they play together. The childminder supports children's personal development well. She is a good role model who encourages children to learn about respecting themselves and others and to ask for things politely. Even young children spontaneously say 'please' when they ask for something they want. Children show great confidence and motivation to learn for their ages. They like to do things by themselves and become excited when the childminder introduces new activities. Children develop good levels of emotional well-being ready for the next stages in their lives.

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

- The childminder reflects on her practice well and has met the recommendation set at her last inspection. She keeps up to date with any changes to help improve children's care and learning. She plans and provides a good range of learning experiences that are suited to children's individual needs and help them to make good progress.
- The childminder uses her experience and knowledge of children well to create an exciting curriculum that meets their needs. She has clear aims for what she wants children to learn. For example, she knows when children need quieter days just to play and explore indoors. She also knows when they need to be more active and go out to play and engage with other children. Children enjoy the childminder's input and her commentary about what they are doing as they play.
- The childminder works well with parents. She offers them feedback on their children's achievements and takes their views on board to meet their children's needs. However, she does not take all opportunities to share information with staff at other settings children attend, to offer even more consistency in children's care and learning.
- The childminder has clear expectations for children's behaviour. She is a very good role model who encourages children to share, be kind to others and use good manners. Children respond positively and behave very well for their ages. They enjoy the childminder's company and her cuddles and support. The childminder engages children well through her warm and loving interactions

which help them to develop good levels of emotional well-being.

- The childminder helps children to learn many skills for their future lives at school. For example, she encourages children to manage tasks independently and to take care of their personal care needs, such as handwashing, as necessary.
- The childminder interacts well with children and asks interesting questions to help them think and respond. For example, she asks them about the different animals they can see on a puzzle box and shares in their delight as they find and name these. She models language effectively and helps young children to learn more complex words, such as 'elephant' and 'butterflies'. Children are confident communicators for their ages.
- The childminder offers suggestions to children to help them learn how to do things, such as placing correct puzzle pieces together or showing them how to look after books. However, she occasionally fails to encourage them to practise holding and using different tools and resources to strengthen their hand and finger movements.
- The childminder keeps children safe wherever they play. Children learn about personal safety during their everyday activities and routines and play well together. They are well behaved, confident and motivated to explore and learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant and knows how to identify children who may be at risk of harm. She understands the signs and symptoms of abuse and who to contact should she have a child protection concern. She keeps her safeguarding knowledge up to date and is clear about wider issues, such as the risks of children being drawn into extreme behaviours or views. The childminder uses risk assessment well in her home and on outings to keep children safe wherever they go with her.

What does the setting need to do to improve?

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

- encourage young children to further develop control in holding and using different equipment to strengthen their hand and finger movements
- develop a greater understanding of working in partnership with other professionals to create even more consistency in children's care and learning.

Setting details

Unique reference number	115852
Local authority	Bexley
Inspection number	10072280
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 July 2016

Information about this early years setting

The childminder registered in 1992. She lives in Sidcup, in the London Borough of Bexley. The childminder offers care to children each weekday throughout most of the year.

Information about this inspection

Inspector

Stephanie Graves

Inspection activities

- The inspector and the childminder toured the childminder's home and discussed how the different areas are used to encourage children's learning.
- The childminder provided a range of policies, records and documents for the inspector to view.
- The inspector took parents' views into account by reading their written feedback about the childminder's current practice.
- The inspector and the childminder jointly evaluated the effectiveness of an activity.
- The childminder and the inspector spoke at convenient times during the inspection and invited children to talk about their activities.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019