

# Childminder report

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Inspection date:

6 November 2019

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**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The experienced childminder provides a welcoming and homely environment for children to learn and develop in. She prides herself on making children feel like part of the family. Children are happy and confident, and they obviously enjoy their time with this loving childminder who has a good sense of fun. Children form strong bonds with the childminder and feel safe and comfortable in her company. The childminder provides a well-planned curriculum. Children have a structured week that includes attending different groups. The childminder offers a broad range of activities, toys and resources that motivate children to follow their individual interests. However, the childminder does not consistently plan activities that build upon the skills children need to learn next.

Children behave well. The childminder encourages children to be polite and respectful in their interactions and to use good manners. On occasion, such as during mealtimes, the childminder does not fully support children to develop an awareness of healthy eating.

Children learn about the wider world and our diverse communities. They take part in different celebrations of their own and other cultures. The childminder has high expectations for all children in her care to make the best possible progress.

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

- The childminder is very reflective. She evaluates her practice and the service she provides. She takes account of the views of parents and children when identifying changes and improvements to be made.
- The childminder completes regular observations and assessments to plan for children's next steps. She sensitively supports all families, including children who receive funding.
- The childminder gives children time to make their own choices in play. She skilfully supports children's learning. For example, she asks questions that help promote their thinking skills well and listens and responds to children's comments.
- The childminder stimulates children's learning in mathematics well. For example, young children begin to use and understand early mathematics and display good emerging counting skills during their play.
- The childminder supports children's emotional well-being. For example, she facilitates daily discussions about feelings and emotions when children look at pictures to indicate happy, sad, excited or tired.
- Children treat one another with respect and enjoy helping one another. The childminder is a very good role model to children. She sensitively helps them to learn how to share toys and resources.

- The childminder supports children's acquisition of language well. She introduces new vocabulary when talking and singing with the children. For example, children are thoroughly engrossed as they take part in a singing session.
- Partnerships with parents are strong. Parents comment that the childminder is 'amazing' and that she regularly shares information with them about their individual child's learning and development.
- The childminder provides a stimulating learning environment for children, with a wide range of high-quality, age-appropriate resources and activities. However, she does not always plan activities precisely enough to support the youngest children's involvement and motivation to learn at the highest levels.
- The childminder networks well with other childminders in the area. Children benefit from regular trips and outings, such as to the park and playgroups. These allow them to use their physical skills, build wider friendships and develop their social skills. This helps to create the foundations for later life experiences, such as starting school.
- The childminder is highly ambitious and places a clear focus on making the most of any professional development opportunities. This helps further increase her skills and knowledge and improves the outcomes for children.
- The childminder promotes children's independence and their understanding of good hygiene routines effectively, such as washing hands after using the toilet. However, she sometimes misses the opportunity to teach children about the importance of healthy eating.
- Children have many opportunities to develop their early mark-making skills as they happily draw with pencils and crayons. For example, they take delight in drawing in their workbooks.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder makes a daily risk assessment of her premises. She takes appropriate action to minimise any potential risks and ensure that children remain safe in her care. The childminder has a good understanding of how to safeguard children, and of her role and responsibility to take action, should there be a concern about a child in her care. She has completed safeguarding training and has a good knowledge of the signs and symptoms that may indicate a child is at risk or more vulnerable to abuse.

## What does the setting need to do to improve?

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

- ensure that planned activities focus precisely on what children need to learn next, to support all of them, particularly the youngest, to maintain their motivation and involvement at the highest levels

- provide children with further opportunities to learn about the importance of a good diet and healthy eating and how these contribute to their overall well-being.

## Setting details

<b>Unique reference number</b>	115534
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10128358
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	30 May 2013

## Information about this early years setting

The childminder registered in 1999. She lives with her husband and adult family in Bexleyheath, Kent. The childminder provides care from 7.30am to 6pm from Monday to Thursday all year round and has links with the local school to provide out-of-school care.

## Information about this inspection

### Inspector

Frances Oliver

### Inspection activities

- The inspector and the childminder completed a learning walk across all the areas that children use, to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder and the children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living in the household.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of teaching and the impact this has on children's learning.

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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