

Childminder report

Inspection date: 30 October 2019

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 are happy, active and motivated to learn. They show a strong sense of belonging and move around freely. For the most part, children are independent and show keen interest in exploring the resources and benefit from regular positive interactions with the childminder. They confidently use blocks to make designs, stack them on top of each other and learn to recognise the colours. Children use their imagination well. For instance, they pretend to build and fly an aeroplane. Children learn to express themselves and they willingly talk about their play. The childminder uses her knowledge of individual children's progress and development to plan a wide range of activities for them to enjoy and to build on their prior learning. She allows children to choose what they want to do and she rotates the resources regularly to keep them fully engaged and to maintain their enthusiasm. The childminder has high expectations for children, overall, and she consistently encourages positive behaviour. Consequently, children behave well. They listen and show respect to the childminder. Children learn to use 'please' and 'thank you' at appropriate times.

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

- The childminder observes, assesses and plans children's learning well. Children make good progress in their development from their starting points. They enjoy stimulating activities and they develop new skills, such as problem-solving, pen control, coordination, sensory and creative skills. Younger children curiously explore with pop-up and push-button toys to get a range of results, and older children experiment with malleable craft materials and paint. Children learn through trial and error, and they demonstrate good concentration during play.
- The childminder interacts effectively with children to support their learning. She skilfully comments on their play to help put what they do into context, to support their understanding and to increase their vocabulary. The childminder supports children to develop good communication and language skills.
- The childminder supports older children to develop their literacy skills well. Children show a keen interest in stories and they learn to sound and write the letters in their name. The childminder makes good use of opportunities in children's play to encourage them to count and recognise shape and size, in order to develop their mathematical skills.
- The childminder supports children in developing good health and physical skills. For example, she washes their hands at appropriate times, ensures they eat healthy food and gives them access to physical activities and exercise.
- Children consistently demonstrate positive behaviour and attitudes. They learn to form close relationships with others and they develop their social skills effectively. The childminder offers regular praise to highlight when children are doing well and she sets clear boundaries to teach them right from wrong.

- The childminder builds good relationships with parents. She keeps in regular contact with them to share observations about their children's activities and ways to extend children's learning at home. The childminder ensures parents know what to expect from her service, including her daily routines, policies and procedures.
- The childminder makes good use of opportunities available to maintain her professional development. She consistently obtains new ideas for activities to support children's learning and development. The childminder completes all required statutory training.
- The childminder evaluates her practice well and she has addressed the recommendations from the previous inspection effectively. She has provided opportunities for children to use a tablet to enjoy educational games that help to support their mathematics and literacy skills. Children develop an awareness of the purpose and the necessary skills to operate different technology devices.
- Sometimes, the childminder does not seize opportunities to encourage children to be independent and manage everyday tasks for themselves.
- The childminder has links with other settings children attend. However, at times she misses some opportunities to gather information about children's learning to help extend activities in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding and paediatric first-aid training. She is clear about her responsibilities to keep children safe and has appropriate safeguarding policies and procedures in place. The childminder can identify signs and symptoms which may indicate that a child is at risk of harm or abuse. She is aware of wider safeguarding concerns and who to contact if concerned about a child in her care. The childminder keeps accurate records of attendance for children. She completes regular risk assessments of her home to ensure it is suitable for children, and she knows how to deal with accidents and emergencies.

What does the setting need to do to improve?

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

- support children to take responsibility for everyday tasks for themselves further to help develop stronger independence
- establish partnerships with other providers that children attend to obtain information about their development and learning to enhance children's outcomes.

Setting details

Unique reference number	115864
Local authority	Bexley
Inspection number	10060754
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 December 2015

Information about this early years setting

The childminder registered in 1999 and lives in Blackfen, in the London Borough of Bexley. She operates Monday to Friday, 7.30am until 6pm, throughout most of the year. The childminder holds an appropriate level 3 childcare qualification.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

- The inspector completed a learning walk with the childminder to discuss her organisation, aims and rationale for activities.
- The inspector held discussions with the childminder about her educational programmes, and her daily teaching and care practices.
- The inspector checked the childminder's paediatric first-aid training certificate, insurance policy and records of attendance.
- The inspector observed the quality of teaching and learning, and tracked the progress of children's development.
- The inspector completed a joint evaluation of an activity 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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