

Childminder report

Inspection date: 19 December 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 creates a warm and welcoming environment for children to learn and play. Children are happy and secure. They show good levels of interest in planned activities and during free play in the well-equipped and inviting playroom. The childminder has high expectations for children. She knows their individual needs well and plans different experiences to help them to develop new skills and knowledge. Children have a good bond with the childminder and play alongside each other very well. They have fun making play dough and enjoy learning about different ingredients and about various colours, shapes and sizes as they play. Children also delight in drawing and mark making with chalks. While they are playing, the childminder questions them effectively and supports conversations about what they are doing. Overall, the childminder works well with parents and they say that they are happy with the care their children receive. However, the sharing of information about children's ongoing progress, to support continuity of learning at home, is limited. Although children learn about some festivals and seasonal celebrations, in other respects they have limited opportunities to learn about people of different cultures and backgrounds, to fully enhance their understanding of the world.

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

- Children have good opportunities to make independent choices based on their interests during their play. They enjoy freely choosing age-appropriate resources and toys in the well-planned playroom. The childminder interacts well with children. She introduces new vocabulary and questions them effectively to extend their learning. Young children display good emerging language and communication skills.
- The childminder places strong emphasis on supporting children's personal, social and emotional development. For instance, she frequently provides praise and encouragement to boost children's confidence and self-esteem. Children are motivated and enjoy joining in.
- The childminder provides a stimulating and well-structured day. She is committed to supporting children's development across all areas of the curriculum and helps them to develop positive attitudes towards learning by making learning fun.
- Children develop a love of singing and dancing. For example, they enjoy learning about body parts, letters and numbers through educational songs and rhymes.
- Children behave very well. The childminder supports children's sharing and turn taking and regularly speaks to children about being kind and considerate to each other.
- The childminder regularly takes children out to support their growing awareness of the local community. For example, they visit local parks, the library, soft-play

centres and playgroups. This enhances children's social skills and provides good opportunities to lead active lifestyles.

- The childminder shows good commitment to keeping her professional knowledge up to date and regularly evaluates her service. She engages in relevant training and has professional discussions with her assistant and other members of her local childminding network to plan ongoing enhancements to the provision.
- The childminder encourages children to adopt healthy lifestyles. For example, she provides a healthy range of meals and snacks, and children have frequent opportunities to run, climb and play at local parks and playgrounds.
- Parents are complimentary about their children's experience with the childminder and comment that they value the nurturing and homely atmosphere that she creates. Although the childminder provides daily verbal feedback to parents, systems for sharing information about their children's new achievements are limited in how they support full continuity of learning at home.
- Children enjoy participating in some special celebrations throughout the year. However, opportunities to learn about each other's similarities and differences and to develop a greater awareness of diversity are not fully maximised.
- Children are well prepared for their next stage in learning. They develop good speaking and listening skills for their age and are curious and inquisitive learners. They show good understanding when following instructions and show creativity and imagination during role play and when exploring construction resources.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility to keep children safe. She attends regular child protection training to keep her safeguarding knowledge up to date. The childminder can confidently discuss the signs and changes in a child that may indicate they are suffering from harm. She also understands the correct procedures to seek additional support for a child at risk. The childminder ensures that required suitability checks are carried out for her assistant to help to protect children's welfare. Her home is safe and suitable and she regularly carries out risk assessments to minimise potential hazards and accidents.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to enhance information sharing and to extend children's home learning
- build on opportunities for children to learn about the similarities and differences between individuals and cultures.

Setting details

Unique reference number	EY548442
Local authority	Bexley
Inspection number	10126890
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in the London Borough of Bexley. She provides childcare from 7am until 6.30pm on weekdays for most of the year. The childminder holds a home-based childcare qualification at level 3. She accepts funding for three- and four-year-old children and occasionally works with an assistant.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The childminder discussed her knowledge of how to support children's learning.
- The inspector carried out a learning walk and took part in discussion to gain an overview of the childminder's intentions for the quality of education.
- A range of relevant documentation was viewed, including training certificates and suitability check information.
- Parents' written views were taken into consideration during the visit.

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