

Childminder report

Inspection date:

25 February 2020

Overall effectiveness	Good
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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

Children are happy and settled in the stimulating environment. They develop close relationships with the childminder, which helps them to feel safe and secure. Children are pleased to see their friends and are kind and considerate. Additionally, they share and play well together. Children's behaviour is good. The childminder joins in with them as they play. Children learn about themselves and others. Older children show this when they try different cultural food and learn how to use chopsticks during Chinese New Year. Young children enjoy listening to songs and rhymes. They are able to identify the parts of their bodies as they sing 'Head, shoulders, knees and toes'. Children develop good fine and large motor skills. The childminder knows the children very well and has high expectations for what they can achieve. She follows their interests to help provide children with a wide range of opportunities to develop their fascination for literacy. Young children choose their favourite books to read with the childminder, and they independently turn pages and babble stories. Older children read facts about prehistoric animals. They identify and name different dinosaurs such as 'tyrannosaurus rex'. Children develop good communication skills and build on their vocabulary.

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

- Children benefit from a wide range of opportunities to be physically active. They move freely inside and outside to access large play equipment. For instance, older children use the trampoline and play ball games in the field. Young children enjoy playing with interactive toys, such as hoovers and trucks. This helps to build their balance and coordination.
- Parents comment on how well informed they are about their children's achievements and progress. The childminder assesses children's learning and plans for their individual needs. She works closely with parents to support children and address any gaps in their development. This provides good continuity of care. Additionally, all children, including those in receipt of additional funding, make good progress from their starting points.
- The childminder helps to develop children's understanding of the wider world. Children have a broad range of opportunities to extend their experiences. They have visits to soft play, explore fossils and take trips to the woods and farm. Children learn about the natural world.
- The childminder encourages children to use all their senses as they play. For example, young children use tweezers to explore different textures and learn the names of bugs they find in sensory boxes. Older children take it in turns to describe what the toy parrot's fur feels like. The childminder introduces new words, such as 'rooster'. This helps to extend children's vocabulary.
- The childminder has a clear vision for her setting. However, she has not reflected closely enough on developing her skills and knowledge for younger

children in order to raise the quality of teaching even further.

- The childminder provides a range of opportunities for children to develop their mark-making skills. She skilfully helps children to identify colours. For instance, children learn the difference between 'violet' and 'indigo'. Older children enjoy taking their individual notebooks and drawing letters and shapes. Children develop good mathematical skills.
- The childminder teaches children to become independent and manage their personal care needs well. Children dress themselves to go outside. They know that they need to wash their hands before mealtimes, helping to minimise cross-infection. From a young age, children learn to tidy up and pack away. They listen and follow instructions. Children behave well.
- The childminder supports children to be focused and engaged during activities. She asks meaningful questions to help extend their learning. Older children count beyond eight. Young children learn about adult and baby animals, such as sheep and lambs. Children sustain their interest for long periods of time.
- Although the childminder is aware of strengths and weaknesses, she does not use feedback from parents and children as well as she could to help evaluate her practice. This would help to drive improvements forward.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes mandatory training, such as safeguarding and paediatric first aid. She has a good understanding of child protection issues. The childminder knows what to do and who to contact if she has a concern about a child's welfare. In addition, she has a good understanding of wider safeguarding issues. The childminder promotes children's safety well. She checks her home and outdoor spaces where children play. For instance, she carries out risk assessments for the field area next to her home. The childminder shares detailed policies and procedures with parents to keep them well informed. This helps to keep children safe.

What does the setting need to do to improve?

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

- use feedback from parents and children as part of the self-evaluation process to identify areas for improvement
- strengthen knowledge and skills, making the most of professional development opportunities that focus more precisely on raising the quality of teaching and children's learning.

Setting details

Unique reference number	115858
Local authority	Bexley
Inspection number	10072281
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder registered in 1987 and lives in Belvedere, Kent. She operates Monday to Thursday from 7am to 6pm. The childminder holds a childcare qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The childminder and the inspector viewed and discussed the play areas and checked them for safety.
- The views of parents, provided through written feedback and discussion, were considered.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector tracked children's progress, and sampled learning and development records.
- The inspector discussed safeguarding and how the childminder implements the curriculum to promote 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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