

Childminder report

Inspection date: 15 September 2021

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

Children are extremely happy and enjoy the time they spend with the childminder. The childminder is passionate about providing a home-from-home experience, where children feel content and settle quickly. She knows children well and she has caring and positive relationships with them. When children first start with the childminder, she gathers information from parents about children's care needs and interests. The childminder is skilful in her planning and preparation of educational activities. The childminder has high expectations of all children and uses her good knowledge of children's individual interests to build on their learning. For instance, children enjoy gathering seeds from the wildflowers they planted over the summer to dry and plant again.

The childminder creates nurturing environments that help children to feel safe and secure. Children have a designated area in the garden that they can freely access each day. The childminder provides a good range of resources that children choose from. Children are confident to explore their environments and they play happily together. Children display a positive attitude to their learning. They are happy and confident to lead their own play and select resources that develop their curiosity, creativity and imagination. The childminder is a positive role model for children and she instils positive values. Children use good manners, understand boundaries and behave well.

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

- The childminder identifies what children already know and can do when they initially enrol with her. She completes regular assessments, including the progress check for children aged between two and three years. She closely monitors their development to identify any gaps in learning. Children make good progress and demonstrate they are ready for the next stage in their education, including those who may be falling behind and those with English as an additional language.
- The childminder provides good opportunities for children to repeat and remember their learning experiences, enabling them to move around with confidence between the indoor and outdoor play areas to access all resources available. The childminder follows children's lead and readily interacts with them in whatever they choose to do. For instance, children practise filling and emptying water into pots and jugs. Children enjoy pouring water on the floor to see the effect of their actions and the childminder encourages the children to jump in the puddles they are making.
- The childminder supports children to explore and choose resources to use. She encourages older children to be independent and practise their self-help skills. For example, older children wash their hands independently and put on their

own shoes. However, the childminder does not encourage younger children to develop these skills. For instance, she routinely cleans their hands for them and dresses them for the garden rather than encouraging them to practise these skills for themselves.

- Partnership with parents is good. Parents comment how well prepared their children are for moving on to nursery and pre-school and are happy with the extra things children learn. For example, children learn about road safety on the walk to and from pre-school. They enthusiastically talk about how to keep safe on the way to pre-school, checking how far away the cars are and when it is safe to cross.
- The childminder liaises with other settings children attend to discuss children's learning. She compliments this at her own setting to create continuity in children's development. The childminder quickly makes links with other settings to help ensure that children's transition into the next stage of their learning is a positive experience.
- Children enjoy joining in with familiar songs and rhymes. This helps to develop children's listening and attention skills as well as communication and language skills. The childminder enthusiastically introduces new vocabulary for the children. Younger children are supported to build simple sentences using new words. Older children learn new words when reading stories and eagerly tell adults about hedgehogs and their babies called hoglets. Children develop good language skills and become confident talkers.
- The childminder ensures children receive plenty of fresh air and exercise. They go outside on a daily basis and have regular trips to the local woods and meadow. The childminder successfully supports children's learning with first-hand experiences. For example, children enjoy learning about hedgehogs, collecting leaves to create hedgehog pictures and building houses for them in the woods.
- The childminder reflects on how to improve her practice and regularly seeks training courses and research to support children attending her setting. For example, she recently attended a course to enhance her knowledge to support children exploring the outside. She recognises the impact this has made as children are given more opportunities to share their ideas as she developed her questioning techniques.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her responsibilities in keeping children safe from harm. She regularly risk assesses her home to ensure it is safe. She knows the signs that may indicate a child is at risk of radicalisation. The childminder has a good understanding of how to recognise symptoms of a child at risk of danger. In all instances, she knows who to inform, and the procedures to follow, if she has any concerns about a child's safety or welfare. The childminder knows what she should do if an allegation is made against her or a member of her family.

What does the setting need to do to improve?

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

- support younger children to develop their self-help skills to enhance their independence further.

Setting details

Unique reference number	EY558273
Local authority	Bexley
Inspection number	10190313
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 10
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Sidcup in the London Borough of Bexley. The childminder provides care on weekdays, throughout the year, except for family holidays. She holds a relevant childcare qualification. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The Inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared written feedback detailing their views of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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