

# Childminder report

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Inspection date:

7 December 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children settle quickly into the warm and welcoming environment that the childminder provides. They receive individual attention, which makes them feel valued and secure. Children behave extremely well. They use good manners and follow instructions. Children happily tidy away when they have finished playing. Children are encouraged to be independent and to complete tasks for themselves. For example, they hang up their coats, wash their hands and blow their noses. Children develop skills that prepare them well for the next stage of learning.

The childminder gets to know children well from the outset. She finds out about their interests and plans exciting activities that build well, overall, on their existing skills. All children make good progress from their starting points. They make links in their learning and share their experiences as they play. For example, children make food with dough and talk about an earlier story in which the tiger ate all the food. The childminder skilfully engages in children's play and increases their confidence as she extends their learning. Children enjoy singing and retelling stories. They concentrate well and develop their fine motor skills as they use different tools and control technology.

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

- The childminder plans a broad curriculum which covers all the areas of learning. Children can freely access resources and make choices in their play. The childminder observes children and uses assessments well, overall, to track their progress. She identifies any possible gaps in learning and plans children's next steps. On occasions, these are not precise enough to support children to develop the skills they need to move on to their next stage of learning.
- The childminder builds strong partnerships with parents. She communicates with them daily and provides regular detailed updates on their children's progress. Parents speak highly of the good-quality care the childminder provides. They acknowledge the support they have received throughout the COVID-19 pandemic and the ideas and activities to continue their children's learning at home.
- The childminder is highly effective in helping children to develop strong communication and language skills. She promotes conversations and introduces new vocabulary to children. The childminder repeats words for clarity and supports children with their pronunciation. She encourages children to share their ideas. Children listen to stories and excitedly predict what is going to happen next.
- Children have plenty of opportunities to practise and develop their physical skills. They learn to run, jump, and balance on equipment in the childminder's garden. They visit local parks and groups to increase their physical and social skills. The

childminder teaches children about the importance of living a healthy lifestyle. Children contribute their ideas to the menus and eat healthy meals and snacks. They have access to drinking water throughout the day.

- Established partnerships are in place with other professionals. For example, the childminder meets with other childminders and shares ideas for good practice. She passes key information on to the primary school and provides feedback to parents. However, the childminder has not established links with the nursery that children attend, to ensure continuity in their care and learning.
- Children increase their mathematics knowledge during their play with the childminder. They learn to count and recognise corresponding numbers. Children sort fruit and identify the different shapes and colours. They predict which car can go faster and identify the longest wiggly worm when using the dough. The childminder builds on these experiences to consolidate learning.
- The childminder supports children to learn about their emotions. She uses opportunities to talk about their feelings, which helps children to understand the vocabulary for different emotions. Children learn about being unique and showing respect to others. They share stories and learn about festivals, which helps children to deepen their knowledge of different cultures and beliefs.
- The childminder is committed to providing a high-quality service. She uses research and training to keep up to date with changes and increase her knowledge. The childminder evaluates her practice and seeks the views of the parents and children to help drive improvements forward. She has made recent changes to the garden area to extend physical play opportunities for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in helping to keep children safe. She uses risk assessments and daily checks to ensure the environment is safe. She teaches children about road safety and how to stay safe online. The childminder has completed safeguarding training and knows the possible signs and symptoms that may indicate a child is at risk of harm. She knows the procedures to follow if she has concerns about a child's welfare. She has a good knowledge of a wide range of safeguarding issues, including the 'Prevent' duty and county lines. She ensures suitability checks are in place for all adults in the home.

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

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

- focus more precisely on the skills children need to learn next to ensure that they make rapid progress in their learning
- strengthen partnerships with other settings children attend to ensure that care and learning are consistent.

## Setting details

<b>Unique reference number</b>	EY553070
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10174229
<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 at time of inspection</b>	3 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Welling, in the London Borough of Bexley. The childminder provides care for children from Monday to Friday, 7.30am to 6pm, all year, apart from the childminder's holidays and bank holidays.

## Information about this inspection

### Inspector

Helen Craig

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- 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 the children and considered the impact on children's learning.
- The childminder and the inspector held discussions to establish the childminder's understanding of safeguarding and how she evaluates her practice.
- Documents were sampled by the inspector, including suitability checks, public liability insurance and paediatric first-aid training.
- The inspector viewed feedback from parents and took their views into consideration.

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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