

Childminder report

Inspection date: 8 March 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very content in the childminder's calm, nurturing home. They have a warm relationship with the childminder, seeking comfort when they need it. Children enjoy each other's company, giggling as they play. Children have good manners and listen well. They follow instructions when the childminder asks them to tidy up and set the table ready for mealtimes, smiling proudly when she congratulates them. The children are very happy. They are curious and enthused by a good range of activities and experiences. The childminder fully supports children's learning and has high expectations for them all.

Children benefit from a curriculum that meets their needs well and that has a strong emphasis on communication and literacy. They look forward to listening to stories and engaging with the characters in books as they play with the props. The successful teaching of this aspect of the curriculum helps to ensure that children develop a love of books and make good progress with their overall language development.

Children have many opportunities to learn about the wider world. They enjoy weekly outings to local groups where they can socialise with other children. The childminder helps to develop children's awareness of what makes them unique. They play with resources and enjoy stories and songs that represent different communities and families.

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

- The childminder understands that knowing a lot of words and being confident to use them is very important for children's overall progress. She ensures that she speaks clearly and models relevant language during the day. For example, younger children listen carefully as the childminder names animals and makes animal noises. Children enjoy repeating these back and laugh as they do so. Older children learn new words as they play with the role play 'sushi' food.
- The childminder carefully evaluates what children know and can do. She clearly identifies any gaps in children's knowledge that are preventing them from fully mastering new skills. This enables her to focus her support where it is needed most. For example, she identifies that younger children can climb onto the balance vehicle but need practice to move it back and forth.
- Children are developing a range of physical skills that will be very useful for later writing. They carefully turn pages of the book, lift flaps and enjoy matching lids to pots. They develop large motor skills as they climb steps to a slide and dance along to their favourite songs.
- Children show a positive attitude to their learning. They stay at activities for prolonged periods of time because they find activities interesting. This means

they have plenty of opportunities to practise developing skills. For example, children become completely absorbed as they pour and scoop different cereals. They enjoy listening to the sounds that flags make in the garden when the wind blows and eagerly try to recreate different sounds.

- Children's developing understanding of mathematics is supported throughout their day. Using mathematical language, counting and solving mathematical problems becomes second nature to them. For example, the childminder introduces words such as 'taller' and 'bigger' as they compare different animals and encourages children to count the sand pies they have made.
- The childminder adopts a positive attitude and supportive approach to children's behaviour. She interacts with children and joins their play. Children receive lots of praise for their efforts to build their self-esteem. They are willing to have a go at activities. She supports children to share and take turns. However, at times she does not support children to recognise how their actions can affect others' feelings.
- Parents speak highly of the childminder. They have a clear understanding of their children's progress. They attribute many new skills their children have learned to the time their children spend with the childminder.
- The childminder reflects on her own practice and what benefits the children at her setting. Following research from reading articles, she has recently introduced loose parts to play with and comments on how children are excited and engaged in this type of play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She attends regular training to keep her safeguarding training up to date. She can recognise the signs of potential harm or neglect. She has an accurate understanding of wider safeguarding issues, such as the risks of children being exposed to radical or extreme ideologies. She knows how to escalate any concerns, including if an allegation was made against her or a family member. The childminder supports children to be safe on trips and when walking. She teaches them road safety.

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 understand other children's feelings and emotions as well as their own.

Setting details

Unique reference number	EY459939
Local authority	Bexley
Inspection number	10137765
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	4
Number of children on roll	5
Date of previous inspection	15 April 2016

Information about this early years setting

The childminder registered in 2013. She lives in Bexleyheath, in the London Borough of Bexley. She operates her service from Monday to Thursday, from 7.30 am until 6.30 pm, all year round. She holds a relevant childcare qualification. She offers early education funding to three- and four-year-olds.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This is the first inspection the childminder received since the COVID-19 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 inspector and childminder completed the learning walk together to check the safety of the premises and to gather information about the learning experiences provided.
- The inspector observed the quality of teaching during the activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity and held discussions with the childminder.
- The inspector spoke to parents and sampled written feedback to gather their views.
- The inspector looked at relevant documentation and checked evidence of the suitability of adults living in the household.

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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