

Childminder report

Inspection date: 19 May 2022

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 settled in this safe and nurturing environment. They develop positive relationships with the childminder and their peers. Children are happy and engaged. They show high levels of engagement and are inquisitive, questioning the childminder often. Children are confident. They share ideas willingly and seek out others to join in their play. Children respond positively to the childminder's high expectations. They are independent in their self-care. Children select their own fruits for snack and put their plates away once finished.

Children's behaviour is good. They understand the childminder's rules and expectations. For example, they tidy away activities once finished without prompting. Children show care and concern for each other. Older children ensure that younger children have opportunities to join in. Overall, the childminder ensures that children with special educational needs and/or disabilities (SEND) are supported. She works in partnership with outside agencies to provide a consistent approach for children. Children who speak English as an additional language have their home languages represented within the setting to ensure a smooth transition. The curriculum is well designed to ensure that all children can make good progress from their starting points in learning.

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

- The childminder's curriculum thinking for all children is clear. She knows children well and can clearly articulate the progress which they have made. The childminder provides activities and experiences which support and build on what children know and can do. She offers those children who are ready appropriate levels of challenge. Children leave prepared for the next stage of their learning.
- The childminder is quick to provide reassurance and encouragement to all children. Children celebrate each other's achievements with smiles and 'high fives'. Their self-esteem grows as they develop the resilience to persevere with tasks that initially they may find difficult. Children are confident to say, 'I can do this,' and will try new experiences with excitement.
- Children are offered a language-rich environment. The childminder builds stories, rhymes and songs into the structure of every day. Children engage in meaningful conversations with the childminder. She provides children with new vocabulary. For example, children ask how a clock works. They listen with enthusiasm as the childminder talks to them about the different 'hands' and what they represent.
- Children are encouraged to make choices about their learning throughout the day. For example, the childminder seeks children's views on which songs they would like to sing, or what resource they would like to play with. However, when the childminder plans group activities, she does not always consider how all

children can join in and participate fully.

- The childminder uses the local environment to enhance children's learning experiences. Children regularly go on trips to the local library, parks, playgroups and dance groups. These activities allow children to play alongside other children of similar ages and develop their confidence in larger social environments, ready for the next stage of their learning.
- Children are encouraged to develop healthy lifestyles. The childminder works with parents to ensure that children are provided with nutritious and balanced diets. The childminder encourages children to engage in physical activity each day, including playing in the garden and local green spaces.
- The childminder teaches children about the diverse community which they live in. Children's home languages are used to help children settle and feel comfortable in the setting. Children discuss what makes them unique, developing confidence and self-esteem. They are taught to listen when others are sharing stories that are important to them. Children understand that they should respect the opinions of others.
- Partnership with parents is effective. The childminder works together with parents to meet individual children's needs. Parents comment that they feel well informed about their children's learning. They describe the childminder as 'caring' and 'adaptable'.
- The childminder has continued to invest in her own professional development. She recently attended training to support children with SEND, on the recommendation of her local authority. This has enabled her to confidently support children and families in her care with emerging additional needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm and abuse. She has kept up to date with regular training. The childminder is aware of the signs which indicate children are suffering from abuse. She knows the procedures to report any concerns she may have. The childminder works in partnership with parents to ensure that children are kept safe online. She is aware of what is happening in her local community. She teaches children to stay safe when out of the setting by promoting road safety. The childminder is aware of safeguarding aspects such as the 'Prevent' duty. She understands the signs which may indicate children are at risk of radicalisation.

What does the setting need to do to improve?

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

- plan group activities more carefully so all children can join in.

Setting details

Unique reference number	2552283
Local authority	Bexley
Inspection number	10221587
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	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Bexley. She cares for children all year round from 7.30am to 6.30pm, Monday to Friday. The childminder has completed an introductory course for childminding. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the provider 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 childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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