

Childminder report

Inspection date: 13 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show that they feel settled and secure in the care of the childminder and her husband, who is her co-childminder. They enjoy good relationships with both and confidently approach them for support or a cuddle. Children make the most of the indoor and outdoor spaces to move around and play with their preferred activities. Younger children cuddle up for a story and enjoy one-to-one play. Older children discuss their favourite activities and interests. They excitedly chat about their school, describing how it is 'much bigger than three houses', where there are lots of children to play with. They are confident communicators.

Children benefit from a homely environment that the childminder sets up well to encourage them to explore and learn. They enjoy the childminder's input, for example, as they dance around to action songs while playing musical instruments. The childminder has high aims for all children to achieve well, and in a way that meets their individual needs. Children generally behave well and enjoy taking part in all activities. They make good progress from their unique starting points and begin to develop good levels of confidence and independence for their ages.

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

- The childminder works well with her husband to plan and provide exciting activities that meet children's learning needs. She is very clear about what she wants children to learn, and why. She implements her aims well to help them make the best possible progress.
- The childminder works hard to develop children's personal, social and emotional skills. She spends much of her time interacting with children to develop their confidence and social abilities. She diffuses any minor disagreements or unwanted behaviour. Occasionally, she misses the chance to remind children of the behaviour expected of them, to help them learn to manage their own behaviour.
- The childminder develops children's communication and language skills well. For example, as children engage in a craft activity, she introduces words such as 'pom-pom' and 'sparkly' and asks interesting questions that they readily answer. Children talk about what they are doing as they confidently identify and match materials of the same colour. They consistently show that they remember previous learning.
- The childminder extends children's learning well. For instance, she moves older children beyond what they already know about colour recognition by introducing colours of different shades as they play.
- The childminder frequently praises younger children for their efforts as they persevere in handling tools and resources to make their creations. In response, they happily call out 'I did it!' when they complete tasks to their satisfaction.

This links well to the childminder's intentions for encouraging children's confidence and concentration.

- Children enjoy activities such as story times. They cuddle up to the childminder or her husband for stories at different times of the day. The childminder reads to children well and maintains their concentration and enjoyment. She encourages children's early reading skills well.
- Children develop good early independence, for instance, as they use knives to prepare their sandwiches for lunch. The childminder engages them in conversation and uses descriptive language as they spread soft cheese and cut out sandwich shapes. This type of involvement encourages the children to eat food that they have helped to prepare. However, the childminder does not use all opportunities to talk to children about healthy eating, to help them learn more about making healthy choices.
- The childminder works well with parents to share information about their children and to meet children's needs. Parents report their appreciation for the way the childminder and her husband care for their children. They appreciate the activities and trips that the childminder provides and feel that their children are happy, confident and creative.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her husband understand the different signs and symptoms that may indicate a child is at risk of harm. The childminder recognises the different situations that may place children at risk of exposure to the extreme views or behaviour of others. She knows how to report any child protection concerns, or allegations made against her or her husband, to the appropriate authorities. She uses risk assessment well in her home and the garden to provide a safe, stimulating environment in which children can play and explore.

What does the setting need to do to improve?

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

- find ways to help children begin to understand simple rules and boundaries as part of them developing positive behaviours
- strengthen opportunities to help children learn about different foods and healthy eating, to help them develop good eating habits.

Setting details

Unique reference number	115831
Local authority	Bexley
Inspection number	10234087
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	5
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 1994. She lives in Sidcup, in the London Borough of Bexley. The childminder works with her husband, who is also a registered childminder. The childminder is available to work each weekday from 8am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged three years. The childminder holds a foundation degree in early years.

Information about this inspection

Inspector

Stephanie Graves

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 uses her home to encourage children's learning.
- Children readily approached the inspector to talk about their interests.
- The inspector and the childminder spoke together at appropriate times during the inspection, and jointly evaluated the effectiveness of a planned activity.
- Parents contributed their views about the quality of care and education that the childminder provides for their children.
- The childminder provided a variety of records and documents for the inspector to sample.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022