

Childminder report

Inspection date: 15 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident, happy and occupied. They have close bonds with the childminder, showing a loving, caring relationship with her. For example, young toddlers return to the childminder for cuddles and reassurance when they are playing.

Children explore their play environment confidently. They freely play with a good choice of activities. The childminder plans stimulating and exciting experiences to challenge older children's critical thinking. She introduces new experiences for younger children to promote their confidence and positivity in trying new tasks and skills. Children show high levels of concentration and focus during these activities. Children are proud of their achievements and finish their activities to their own satisfaction.

Children's physical well-being is promoted particularly well. Older children talk confidently about the importance of handwashing and proudly announce that they have been to the toilet themselves and have sanitised their hands. The childminder works closely with parents to move children on in their stages of development. For example, they agree strategies to support children through toilet training. Children experience fresh air and exercise on a daily basis. They explore movement and space when visiting local woodlands and open spaces. Children use outdoor play every day to encourage the benefits of fresh air as well as learn through different environments.

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

- Children's learning is enriched through experiences within the local community. They watch the trains, waving to the drivers, linking this form of transport to their parents going to work. They regularly visit garden centres to explore living things and experience shops, cafes and meeting other people.
- Children's communication and language are promoted suitably for their stage of development. Older children use complex vocabulary. They talk about using 'potions' in their play. Younger children learn to communicate through gestures, expressions and simple repetitive words and sounds. However, the childminder does not consistently encourage younger children to extend their vocabulary through the questions she uses. She does not consistently support younger children to use correct words or terminology.
- The childminder is eager to complete further training and professional development. She updates her knowledge and practice through forums and online training courses. She encourages her assistants to keep themselves up to date, particularly with safeguarding procedures. For example, the childminder and her assistant have recently shared their knowledge of protecting children

from radicalisation and extremism.

- Children are eager to learn. They are curious and intrigued by new experiences. For example, they listen to instructions to find resources that they cannot find, using the childminder's verbal, descriptive clues to follow instructions. Children are proud of their achievements and receive plentiful praise when they find the missing resources.
- Children learn to be independent. They learn to put their shoes and coats on, and to hang them up when they return from outings. They use the toilet independently, washing their hands, and sanitise their hands after blowing their noses. This helps children to have the self-help skills in managing their personal needs when moving on to their next place of learning.
- Children enjoy each other's company. They form close friendships, learning to share and negotiate in their play. The childminder knows the children well and provides challenges to extend their social skills in preparation for going to school. They confidently share their experiences with enthusiasm. For example, older children show younger children their creations, explaining that it is like the tree that they saw in the woods.
- Parents make positive comments about the childminder and the service she provides for their children. The childminder shares children's experiences and achievements through daily comments and photos. Parents hear about children's progress and share their experiences from home to provide a consistent approach to children's learning.
- The childminder supports children's transitions to their next place of learning by promoting self-help skills. She shares records of children's achievements and their next steps in their learning. She shares information about how each child learns best and their preferences in play. However, the childminder does not fully support children's confidence in their new learning environment or new people they will be taught by.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an up-to-date knowledge of child protection procedures and knows the signs and symptoms of child abuse. She ensures her husband, who works as an assistant, is aware of the latest guidance and procedures to follow. This helps to promote a consistent approach to following up on a concern about the welfare of a child in their care. Children play in a safe and secure environment, freely exploring the play space, both inside and out. The childminder works closely with parents to support children's safety and independence, for example by introducing reins for some children to help them safely extend their experiences when on outings.

What does the setting need to do to improve?

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

- enhance younger children's vocabulary and confidence to use their voices to help children to use correct words and speech
- support children's confidence further to help them to manage new situations.

Setting details

Unique reference number	115450
Local authority	Bexley
Inspection number	10234081
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 February 2017

Information about this early years setting

The childminder registered in 1996. She lives in Sidcup, Kent. The childminder cares for children Monday to Thursday, from 7.30am to 6pm, all year round. She receives funding to provide free early education for children aged two, three and four years. The childminder occasionally works with an assistant. The childminder holds a relevant early years qualification at level 5.

Information about this inspection

Inspector
Claire Parnell

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 provider 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector documentation to demonstrate the suitability of herself and her assistants.

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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