

Childminder report

Inspection date: 13 January 2023

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| 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 explore excitedly at the childminder's home. They play happily with the childminder and her assistants. Children have access to a rich selection of activities indoors and outside. They make choices about what they want to do next. For example, in the garden, children decide to add water to the sand tray. They listen to the childminder and her assistants, who ask effective questions. Children gain confidence. They learn to be independent as they explore the resources.

Children enjoy a range of enriching experiences. They go on regular outings, including to a local playgroup, soft-play centre and a local farm. Children meet new people and play with friends. They rapidly develop their social skills. Children learn about the world around them and about how things work.

Children behave well. They are busy and concentrate well. The childminder and her assistants respond to all children. Children are consistently supported when they are not sure what to choose next. They take part in challenging and interesting activities. The childminder and her assistants speak to children about what they are doing. This supports children to develop their communication and language skills.

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

- The childminder plans a varied curriculum that is ambitious and aims to help children to prepare for the next stage of their education. Her and her assistants are knowledgeable about how children learn. Children develop a range of skills and knowledge.
- The childminder and her assistants rigorously assess what children know and can do. They use this information to create activities that are challenging for children. Children reach their developmental milestones.
- Overall, the childminder and her assistants support children's speech and language development well. For example, when children excitedly create faces out of play dough, they are motivated and join in conversations. The assistants make sure that all children add to the conversation. They speak clearly and model and repeat new vocabulary. In the mornings children sing familiar songs. They read stories with the childminder and her assistants throughout the day. Children listen well. They learn new words and form more complex sentences.
- Parents are happy with the care which their children receive. They report that their children make progress; for example, they notice that their children's language development has improved. Parents comment that their children have come on 'in leaps and bounds'. They say that communication from the childminder is effective. For instance, they receive information about their children's learning to help them to extend their learning at home.
- The childminder's care practices are effective. Children become increasingly

independent. They go to the toilet by themselves and wash their hands. Children learn to put on their coats and shoes when they go outside. They gain confidence and learn how to take care of themselves.

- The childminder carries out regular supervision sessions with her assistants. They talk about children's learning. However, the childminder has not yet fully developed how she gives feedback or share best practice, to develop her assistants' teaching further.
- The childminder is reflective of her practice. She regularly arranges training for herself and her assistants. The childminder is currently planning further training to continue to improve her knowledge of how children learn. She is planning to share her knowledge and skills with her assistants.
- The childminder understands that it is important to teach children about differences. She has worked hard to develop how children share their own cultural backgrounds. For example, the childminder and her assistants teach children about different religious and cultural festivals. This helps children to understand and respect each other's differences.
- The childminder understands that children have different needs. However, her knowledge of how to support children who speak English as an additional language is limited. The childminder does not always fully consider what children know and can do in their home language, as well as English. This means that, occasionally, children do not fully engage in activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a strong awareness of how to keep children safe. They constantly review their practice to make sure that children are kept safe. The childminder and her assistants follow a safeguarding policy, which helps them to identify signs that may cause concern. They know how to report their concerns to the appropriate authorities. The childminder regularly arranges training to keep her knowledge and skills up to date.

What does the setting need to do to improve?

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

- support assistants to share good practice and to extend the quality of their teaching
- develop understanding of how to support children who speak English as an additional language.

Setting details

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| Unique reference number | 2593963 |
| Local authority | Bexley |
| Inspection number | 10263123 |
| 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 | 30 |
| Number of children on roll | 26 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020. She lives in Erith within the Borough of Bexley. The childminder provides care all year round, from 7.30am to 6pm, Monday to Friday. She holds an appropriate early years qualification at level 3 and works with assistants.

Information about this inspection

Inspector

Kate Daurge

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder 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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