

Childminder report

Inspection date: 30 June 2023

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's emotional development is supported well by the childminder. The impact of her secure attachments is seen as children happily receive comfort and reassurance from her. The childminder has considered the steps children take in their social development. She plans outings to local playgroups and regular play dates with other childminders and their children. This builds children's confidence and helps them to form wider friendships. Children access activities that they enjoy alongside others and eagerly help each other in their learning. Children's confidence quickly grows, and they become independent in their learning as they explore the play environment around them.

Children are considerate towards each other and are supported well to take turns and share equipment. They learn these skills through watching and copying the behaviour of the childminder. Children manage risks well as they remind each other to hold the rail as they climb the steps to the garden. This contributes to children understanding how to be safe in the learning environment. The childminder offers lots of encouragement and praise. Children enjoy a variety of trips in the local community. For example, they go to local parks and on trips to places of interest that support their learning.

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

- Children make good progress from their starting points. The childminder works closely with parents to help new children to settle in and to establish what they already know so that she can develop their learning further. The childminder understands how young children learn. She carries out regular checks on their development and discusses their progress with their parents.
- The childminder tailors her curriculum to meet the children's individual needs and next steps in learning. She follows children's interests when planning activities. For example, children actively engage in factual books about sea creatures and eagerly demonstrate how seahorses and dolphins move through the ocean. However, although the childminder interacts well during these activities, she does not join children's self-chosen activities effectively to enhance their learning further.
- The childminder is good at modelling language for children and introducing new vocabulary. She introduces the names of different sea creatures as they look at books together. The childminder asks relevant questions during children's play to enhance their thinking and speaking skills.
- The childminder introduces children to mathematical concepts and encourages them to count. She introduces colour recognition by asking the children to match different-coloured fish to those in the book. The childminder uses mathematical language to encourage children to describe the size of objects in the sand and

introduces mathematical vocabulary as children fill the bucket 'halfway' and 'full'.

- The childminder supports children's individual development closely. For example, she implements many strategies to encourage children to take turns and share during play. The childminder's teaching is evident in children's social skills. However, she is not yet consistently providing opportunities to help children to develop their reasoning and emotional literacy when they struggle to interact with each other.
- Children learn to enjoy healthy and active lifestyles. For example, the childminder provides nutritious meals and snacks, which supports children to make positive choices about the foods that they eat. Children comment on what their favourite meal is and engage in conversations with the childminder about what is healthy. The childminder supports children to develop physically as they climb steps and compete in sports day events in the garden. She helps children to develop their hand muscles as they mould modelling sand and use tools to fill buckets.
- The childminder values her partnerships with parents. She recognises the importance of sharing information to help support children's care and development. Parents value the care their children receive. They speak highly of the information they regularly receive on the progress their children make.
- The childminder maintains high standards by reflecting on her own practice. She encourages feedback from parents and puts effective plans in place to monitor the quality of the education she provides. The childminder regularly attends courses and carries out research to keep her knowledge of the early years foundation stage and current legislation up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe from harm. She can identify potential signs and indicators that may suggest a child is at risk of abuse, including exposure to extremist views and behaviours. The childminder knows the procedures to follow to report a concern about a child's welfare to the relevant agencies. She keeps up to date with her safeguarding training to ensure that her knowledge is current. The childminder understands the procedures to follow should an allegation be made against her or a member of her household. The childminder carries out risk assessments of her home to ensure that it is safe and secure for children.

What does the setting need to do to improve?

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

- improve interactions during children's spontaneous play to enhance their learning further

- provide consistent support to help children understand how their behaviour can affect other people.

Setting details

Unique reference number	EY374756
Local authority	Bexley
Inspection number	10295404
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	3 to 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 December 2017

Information about this early years setting

The childminder registered in 2008 and lives in the London Borough of Bexley. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds a relevant childcare qualification. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

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 and the inspector had a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of care and education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the quality of interactions between the childminder and the children.
- Parents shared their views of the setting through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and the suitability of household members.

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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