

Childminder report

Inspection date: 12 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder creates a safe and homely environment to ensure children feel happy and develop an excellent sense of belonging. Children enjoy close relationships with the childminder and know that she will meet their needs. They enjoy her involvement in their learning and concentrate for long periods of time.

The childminder plans a highly ambitious curriculum that takes account of children's ages and abilities. For example, she methodically plans activities to help the most able children consolidate their learning before moving them on to what comes next. She sequences children's learning so that they continually remember more over time. The childminder facilitates children's extensive play and learning opportunities extremely well. She confidently steps in to support children's learning when necessary but also enables them to explore and play without interruption. Children are confident, sociable, and independent learners who are more than ready for the next stages in their learning.

The childminder sets clear boundaries for children's behaviour. She is quick to praise them for their achievements, including when they tidy away their toys without any prompting. Children consistently behave in positive ways for their ages. They are polite and well-mannered and gain high levels of self-esteem.

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

- The childminder is highly reflective and networks with other providers to continually build on her excellent service. She engages in ongoing professional development and ensures her assistants fully understand their roles and responsibilities. Her commitment to children's care and education helps them to make rapid progress in all areas of their learning and development.
- The childminder implements her curriculum aims seamlessly. She knows exactly what children understand already and what they need to learn next. Children expertly show the skills they have mastered. For example, they swiftly hold up three fingers to show how old they are as part of demonstrating their established skills with numbers and counting.
- The childminder continually monitors children's development and plans exciting learning opportunities to help them master new skills. Her highly skilled interactions build on children's learning needs and deepen their knowledge. Children show very mature attitudes towards their learning.
- The childminder's intense focus on helping children to practise their hand and finger movements also helps them to quickly develop a range of other skills. For example, children independently follow picture instructions as they pick up and place craft materials together to make a snail. They make comments, such as, 'This is how we do it because the picture shows', to show their excellent

understanding.

- The childminder encourages children's love of books and stories extremely well, including through regular library visits. Children are exceptionally confident when discussing print with the childminder. For instance, they study their name cards and competently tell her the first letters of their names and that there are three other letters to add.
- The childminder provides wide-ranging opportunities for children to practise their communication and language skills. She introduces new words such as 'antennae' and 'texture' as children make their snail creations, and she sensitively models the correct pronunciation of words. The childminder asks children thought-provoking questions and creates exceptional opportunities for them to engage in back-and-forth interactions. Children are highly confident communicators.
- The childminder helps children to develop an extremely good understanding of diversity. She teaches them about different family structures and the ways in which people are similar or different. As children competently use toy figures to construct their family homes, they ask questions and learn about what makes them special and unique.
- The childminder uses every opportunity to help children learn about being healthy. For example, she engages them in sustained conversations about the healthy foods they eat. Children confidently negotiate what they would like on their sandwiches for lunch and tell the childminder that they will eat all their vegetables first for their evening meal.
- The childminder works alongside parents to share a wide range of information about their children's progress. Parents report that the childminder is firm but fair, and that their children are happy, learn good manners and behave well. They value her genuine affection for their children and how she meets their learning needs. They feel she is loving and nurturing and offers children outstanding care and support.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	159643
Local authority	Bexley
Inspection number	10336169
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	16 August 2018

Information about this early years setting

The childminder registered in 2001. She lives in the Bexleyheath area of the London Borough of Bexley. She operates each weekday, from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged three years. She holds an appropriate early years qualification at level 3. The childminder occasionally works with an assistant.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around her home and spoke about the areas she uses for children's care and learning.
- The inspector read parents' written comments about the quality of care and education that the childminder provides for their children.
- Children approached the inspector to talk about their interests, including their favourite types of fruit and the guinea pigs they see at nursery.
- The inspector and the childminder conducted a joint evaluation of a planned activity.
- The childminder shared a range of documentation, including the records used to demonstrate the suitability of assistants and 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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