

Beeckton Bunnies Ofsted inspection 2022

Result of the inspection: Good Grade

Inspection Summary Report main points:

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, settled and clearly feel at home in the childminder's care. The childminder has organised the space to enable children to follow their interests and select resources independently. Children's individual needs are considered in the childminders curriculum and she has high expectations for their learning. The childminder and her two assistants are good role models. They speak to each other and to children gently and respectfully. Children play very well together. They have good manners and enjoy learning from each other, for example, as they take turns at an activity or rearrange furniture in the doll's house. Children have plenty of space to play and learn, both indoor and outside in the garden. In addition, the childminder takes children on trips to the local park. Children develop their physical skills as they climb, balance and build. The childminder and her assistants encourage children's sense of adventure and praise their efforts.

Children develop secure relationships with the childminder and her assistants. When children become upset an adult quickly reassures them with a warm cuddle. The childminder and her assistants are calm and patient and clear boundaries around behaviour. Children behave well with their peers and the adults who care for them. Children enjoy making choices in their play. They have a strong sense of belonging and they are eager to discover and to learn about new things.

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

- Children persevere with chosen activities. They are confident to seek help from the childminder and her assistants if required. Children share ideas with their peers, for example, in the garden where they use their amazing imaginations to invent activities and games.

- The childminder is passionate about her role and she has a good understanding of how children learn. She makes good use of regular observations and the two-year-old progress check to identify whether children are meeting age-related expectations. The childminder's well designed and challenging curriculum is reflective of children's needs and helps them to make good progress across all areas of learning. The childminder is aware of local organisations who provide additional support if required.

- Children take responsibility for the toys and games they use. When they finish playing, they return items to the shelf. Children learn to put on their coats and shoes, wipe their noses and wash their hands. They can get a glass of water by themselves when they are thirsty. This contributes to children's growing sense of independence.
- The childminder provides healthy snacks and nutritious home-cooked meals for children. They sit at the table to eat and enjoy the social occasion. Children are offered choices about the food they eat. Staff ask children questions giving them enough time to respond. Children listen to comments and repeat words and phrases. This helps children add to their growing vocabulary and gain confidence in their speaking skills.
- Opportunities to gain further professional knowledge and develop practice has been limited due to COVID-19 restrictions. The childminder and her team have ambitious plans to improve their knowledge, for instance, with upcoming courses on special educational needs and/or disabilities (SEND). The childminder works with the local authority to access a variety of training opportunities.
- The childminder has a good knowledge of the children in her care, their families and individual circumstances. She embraces opportunities for children to share their culture and language. For example, the childminder asks children to teach their friends how to say a few words like 'hello', 'please' and 'thank you' in their home languages.
- Parents provide detailed information about their children's starting points and changing needs. The childminder regularly observes children to gain a secure understanding of what children need to learn next. Plans for children's learning are shared with their parents. They receive a newsletter with details about what children are reading, learning and doing with the childminder. This helps parents to know how to support their children's learning at home.
- Children have access to a wide variety of games and toys that support the development of early mathematical skills. For example, they are able to experiment with weights and measures, pour water and see which objects float or sink.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder deploys her assistants effectively to ensure children are well supervised and kept safe. The childminder and her assistants have a good understanding of safeguarding issues. They have completed safeguarding training and keep up to date with child protection, including wider safeguarding issues like the 'Prevent' duty. They know who to contact if they have any concerns about a child's welfare. The childminder maintains her home and conducts regular risk assessments to ensure it is clean and safe for children. The childminder regularly reviews her policies to ensure they are up to date with current guidance.

## **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.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and paediatric first-aid qualifications.
- The childminder completed a learning walk with the inspector and discussed how she organises and implements her curriculum.
- The inspector observed the children, the childminder and assistants and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in questionnaires.
- The childminder and the inspector evaluated the effectiveness of an activity together.

You can find the full report here: <https://reports.ofsted.gov.uk/>.