

Childminder report

Inspection date:

19 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder does not maintain an accurate record of children's attendance. Although this does not have a direct impact on children's care and learning, it is a breach of statutory requirements. Children are happy and secure in the warm and welcoming environment. The childminder and her co-childminder provide emotional support and reassurance. This helps children to settle quickly. The childminder forms strong bonds with children in her care. They enjoy having cuddles and sharing books. Children behave well and are polite. For instance, young children are happy to share their turn on the rocking horse. Older children patiently wait for their turn. Children enjoy a range of healthy snacks and fruit. However, the childminder does not remind children about the importance of handwashing. As a result, children do not have a good understanding of how to follow good hygiene practice.

Children access a range of activities and resources inside and outside. However, the childminder does not implement her curriculum well enough to meet all children's individual learning needs. This does not help children to make consistently good progress. For example, the childminder does not have a clear understanding of the intent during activities. Parents comment that they very much appreciate the daily detailed updates they receive from the childminder. They enjoy receiving photographs that show information about the children's day. However, the childminder has not developed links with other settings that children attend. This would support children's care and learning.

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

- The childminder knows when children attend her setting. However, she has not ensured that the hours of children's daily attendance are recorded as required. The childminder does not make sure that children follow good hygiene practice, such as handwashing before snacks and meals. This would help them to manage their hygiene needs and prevent the spread of infection.
- The childminder supports children to prepare them for school. For instance, they name and count shapes in the shape sorter. Young children concentrate as they build towers with the blocks. Children develop their early mathematical skills.
- The childminder attends mandatory training. However, she does not target professional development opportunities to further enhance her skills in order to support children's learning to a higher level. In addition, she does not work with the co-childminder to consider further areas of development.
- The childminder creates an inviting environment when children arrive. She sets out activities and encourages children to make choices during their play. However, she does not know what she intends children to learn from the activities.

- Despite the weaknesses in children's learning and development, parents feel well informed about their children's progress. The childminder gathers information before children start, such as dietary requirements. This helps to keep children safe.
- Children are developing their independence skills. Young children try to put on their boots before going outside. They confidently climb in and out of the toy car. They show a great deal of determination when getting down steps. Older children develop their small-muscle skills during activities. The childminder introduces new words, such as 'buckles' and 'toggles'. This extends children's vocabulary and builds on their concentration skills.
- The childminder supports children's personal, social and emotional development. For instance, children go on regular trips to toddler groups and parks. Children behave well. They confidently separate from the childminder and engage in play with their peers when they are in different social environments.
- Children enjoy exploring the outdoors. They have lots of opportunities to explore natural resources. Babies feel safe and secure. For instance, they babble as they join in and play alongside others when they explore in tunnels and tents.
- The childminder spends time talking to children about life cycles. She asks questions and encourages them to work things out for themselves. Children learn about growing plants from seeds. For instance, they use spades to dig holes so they can replant their sunflowers. Children find digger trucks to scoop out and move the stones around the garden. They develop a good understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and co-childminder have kept up to date with their safeguarding training, and have a good understanding of how to protect children. The childminder knows the signs that indicate a child may be suffering from abuse or neglect. In addition, she is aware of safeguarding concerns, such as radicalisation or extremism. She has access to safeguarding information and knows the relevant agencies to contact for guidance. The childminder supports children well in managing risks for themselves when they use the garden. She observes children in the morning and discusses any arrivals with injuries with parents. This helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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keep a daily record of the names of the children being cared for on the premises and their hours of attendance	28/06/2022
enhance children's understanding of personal hygiene to help them manage their hygiene needs	28/06/2022
implement a purposeful curriculum and consider children's age, stage and individual development needs to plan and provide suitably challenging adult-initiated activities that extend their skills.	28/06/2022

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

- develop strategies for reflecting more accurately on practice and the overall experience for children
- improve professional development and undertake appropriate training opportunities to help build on teaching skills and offer good-quality education to all children
- extend partnerships with other settings that children attend to help promote the best continuity of learning and information-sharing.

Setting details

Unique reference number	137116
Local authority	Bromley
Inspection number	10232926
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 June 2017

Information about this early years setting

The childminder registered in 1998. She lives in the London Borough of Bromley. She currently provides care for children Monday to Friday for most of the year. The childminder works with another childminder.

Information about this inspection

Inspector

Angela Colman

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.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder and observed the quality of their interactions.
- The inspector reviewed documents. These included relevant evidence of the childminder's professional development.
- The inspector and childminder observed the quality of interactions with the co-childminder and children and evaluated the impact on children's learning and development.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- Parents and children shared their views of the setting with the inspector.

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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