

Childminder report

Inspection date: 31 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children arrive happy to attend the childminder's welcoming home. They are greeted warmly on arrival. This supports children's emotional well-being and helps them to settle quickly. The childminder encourages children's independence. Children know the routine well and take off their coats and shoes on arrival.

The childminder engages children in conversations as they walk to school and nursery. Children learn the importance of road safety on route. Children hold onto the buggy and listen to instructions before crossing the road, which helps to keep them safe. In the childminder's home, children make choices in their play. For example, children follow their interests and master operating the lift in the toy garage. They manoeuvre the cars between floors and drive them down the ramp. This enhances their fine motor skills and understanding of positional language. Children show good levels of concentration and a positive attitude to their learning.

Children show a good understanding of their expected behaviour. They listen well and help to tidy away their toys after playing. Children share equipment and wait for their turn on the rocking horse. The childminder uses and encourages good manners. She praises children for their good behaviour and achievements, which helps to raise their self-esteem.

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

- The childminder has made improvements since her last inspection. She has worked with her co-childminder to address her previous actions. The childminder now provides a more purposeful curriculum, and has increased first-hand experiences to help extend children's skills. For example, children benefit from a growing area in the garden and trips to the woods. This helps to extend their understanding of nature and the wider world.
- The childminder gets to know children well from the start. She finds out detailed information to help her to follow their interests and build on what they know and can do. The childminder uses observations and completes progress checks. She plans children's next steps in learning, however, these are not always precise enough or provide challenge for children to maximise their learning fully.
- The childminder positively promotes children's communication and language. She talks to children during activities, gives clear explanations and introduces new vocabulary. Children repeat words in their play. They enjoy listening to stories and make predictions about what is going to happen next. Children enthusiastically sing songs with the childminder and join in with the actions.
- Parents state that they are happy with the service which the childminder provides. They say that their children are settled and have developed strong bonds with the childminder and her co-childminder. Parents appreciate the

regular updates on their children's routines and photos of their children's learning. Parents comment on their children's good progress, including their increased language development and confidence.

- The childminder and co-childminder promote healthy lifestyles. They regularly talk to children about the importance of handwashing and implement good hygiene routines. Children have daily opportunities to play outside and increase their physical skills and coordination. For example, children use the slide and throw bean bags into a box. Children eat nutritious snacks and learn about cleaning their teeth.
- The childminder and her co-childminder reflect on the service which they provide. They look at the activities and learning experiences for children together and see where they can make improvements. The childminder has completed mandatory training. However, she has not extended her own professional development to build on her teaching skills further.
- The childminder uses opportunities to extend children's knowledge of mathematics. For example, children identify shapes as they persevere with shape sorters. They count animals and recognise door numbers on their way to nursery. The childminder exchanges messages with the nursery the children attend. However, she has not increased partnership working to share children's next steps in learning and provide continuity in their learning.
- Children enjoy their time with the childminder and have access to a broad range of resources. The childminder plans activities to help to increase children's understanding of different cultures and religions. Children share stories, learn about festivals and what makes them unique. This helps children to embrace diversity and show respect for others in their community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder uses daily checks and risk assessments to ensure that the home and garden are free from hazards and safe for children to play. She has a good understanding of her responsibility to safeguard children. The childminder has kept up to date with her safeguarding knowledge, including the 'Prevent' duty. She recognises the signs and symptoms that might indicate a child is at risk of harm. The childminder knows the procedures to follow to report any concerns about a child's welfare. She records children's attendance, any accidents and pre-existing injuries to help to keep children safe.

What does the setting need to do to improve?

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

- plan more precise next steps in learning for children to provide children with challenge and maximise their learning

- increase opportunities to build on professional development to help extend teaching skills to a higher level
- develop partnership working with other settings which children attend to share information about their next steps in learning, and provide a more consistent approach to their learning.

Setting details

Unique reference number	137116
Local authority	Bromley
Inspection number	10245019
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	5
Date of previous inspection	19 May 2022

Information about this early years setting

The childminder registered in 1998. She lives in Petts Wood in the London Borough of Bromley. The childminder provides care for children from Monday to Friday, between 7.30am and 6pm, for most of the year. She works with another childminder.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder, her co-childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance and suitability checks.

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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