

Childminder report

Inspection date: 19 October 2022

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 are happy and blossom at this nurturing setting. The childminder provides warm interactions, a caring atmosphere and plenty of cuddles and affection. This means children's sense of well-being and happiness is very well supported. The childminder listens and responds to children's needs as well as anticipating them. For example, she offers water to drink or snacks to eat. When children hold up their arms, the childminder lifts them onto her lap for a cuddle. The childminder keeps children safe through her effective practices, including using safety equipment such as stairgates where necessary and maintaining documentation and insurances.

The childminder has high expectations for all children. She uses knowledge gained from children's families to build on children's home experiences and provide appropriate care and learning. The childminder uses lots of praise and positive encouragement to help children feel good about their efforts. This helps children to feel happy, behave well and persevere in their actions. The childminder understands that the COVID-19 pandemic means some children have experienced limited opportunities to develop social skills. Therefore, she regularly takes children to playgroup, where they are gradually developing confidence in social situations.

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

- The childminder has good knowledge of child development, and the curriculum is planned well, overall, to focus on what children need to learn next. She teaches by engaging in children's play. She copies their actions and role models to extend learning. The daily routine includes visits to playgroups and times with other childminders. Children experience a wide curriculum and make good progress in their overall development.
- The childminder identifies areas of learning where children need additional support. However, on occasion, she waits for information from other professionals before implementing a range of support strategies. This means the support offered is delayed or not as extensive as it could be to support children's learning to the highest level.
- Parents are very happy with the childminder's provision. They say their children show good progress after attending, even after a short time. Parents feel involved in their children's learning and carry out some of the activities the childminder shares with them. This helps to reinforce children's learning and strengthens partnerships with parents.
- Children show a strong sense of belonging in this setting. They demonstrate much joy and happiness in the childminder's company. Interactions are relaxed and fun. For example, when completing jigsaws, children start to bang the pieces and enjoy the sound made. The childminder copies and waits for children

to repeat. The result is collaborative play that helps children to gain confidence in themselves and their ideas.

- The childminder meets with other childminders, and they reflect on one another's practice. Both this and the training she completes help the childminder to reflect on and develop her practice. Children and families benefit from a service that is up to date with current theories and practices. For example, after learning about self-regulation, the childminder uses simple techniques to help children calm down if they get over-excited.
- The childminder uses snack time to talk about enjoying fruit and vegetables. Children are developing good hygiene habits as they regularly use hand sanitisers in the home and outside. The childminder asks children what they need to do before eating and children confidently respond, 'hands'. This shows that they are learning and remembering the routines.
- Children are developing an understanding of healthy lifestyles. They benefit from a focus on healthy eating. The childminder offers wholesome, home-cooked meals such as fish pie and a wide range of fresh fruit and vegetables.
- Children behave very well. They listen to and follow instructions, respecting the childminder's boundaries and expectations. The childminder shows a 'happy' or 'sad' face to remind children of the behaviour she likes or does not like.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes training to support her role as designated safeguarding lead and ensures that her knowledge remains up to date. The childminder knows the children in her care well. She works closely with children's close and extended families to support children's well-being. This helps to keep children safe and well.

What does the setting need to do to improve?

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

- be more proactive in implementing strategies to support children's individual needs to ensure they make the best possible progress.

Setting details

Unique reference number	137142
Local authority	Bromley
Inspection number	10234186
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 1999. She lives in the London Borough of Bromley. She holds a level 3 qualification in childcare. The childminder provides childcare from 7.30am to 6pm, Monday to Wednesday.

Information about this inspection

Inspector
Beverly Hallett

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims for the curriculum and how it is implemented.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder shared the written views of parents, who were previously at the setting, with the inspector.
- The childminder provided the inspector with key documentation on request.

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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