

Childminder report

Inspection date: 17 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe, secure and happy in the setting. They benefit from warm, trusting relationships with the childminder, who they respond to positively. Children have a great deal of fun with the childminder. They are free to explore their interests. The childminder encourages children and finds imaginative ways to deepen their understanding. For example, during a 'surprise box' activity, children enjoy exploring how the objects work. The childminder encourages children's love of books. She uses familiar stories to enhance children's learning further. For example, the childminder builds on children's imaginative play as she encourages them to re-enact the stories they have read.

The childminder provides a relaxed environment for children to learn and develop in. Children behave well. The childminder finds out from parents about their children's routines, interests and abilities before they start. She uses this information to offer high-quality care and education. The childminder has high expectations for the children she cares for, including those with special educational needs and/or disabilities and those who speak more than one language. Children display high levels of engagement and concentration as they investigate different resources. For example, children enjoy testing how fast the toy dog will spin when the childminder presses the button 'hard' or 'soft'.

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

- The childminder plans a curriculum that encourages children to take the lead in their play. She knows children well and understands what she needs to do to help them move on to the next stage of their learning. For example, children squeal in delight as they post rings into different slots for posting. This supports children's fine motor development and problem-solving skills.
- The childminder promotes children's communication and language skills well. She introduces new words for younger children to help build and extend their vocabulary. She talks clearly to children to help them understand what is being said to them. Children enjoy using puppets to support their learning as they match animals to a story that they are interested in.
- The childminder adopts a positive and supportive approach to children's behaviour. She interacts with children and joins in with their play. Children receive lots of praise for their efforts, to help to build their self-esteem. They are willing to have a go with activities. This is evident when children are making tracks using cars in the water to see how long they can make them.
- Parents speak highly of the childminder. They report that the childminder communicates well with them. For example, the childminder sends parents regular photographs and comments about what their children have been doing. Parents say that the childminder explains the activities that she provides for their

children and regularly asks for their views on how to support their children in the setting. However, the childminder has not extended this to offering parents suggestions on how they can support their child's learning at home.

- The childminder works well with other settings children attend. She understands the importance of sharing information to ensure children's smooth transition and continuity of care and education.
- The childminder supports children in becoming independent and making choices in their play. Children are curious and motivated to explore the new natural resources the childminder has introduced. However, at times, the childminder does not allow younger children to fully investigate and explore resources before moving them on to a different activity.
- Children enjoy being outdoors and learn about following a healthy lifestyle. They enjoy regular trips to the local woods to collect natural objects to help build a 'bug hotel' in the garden. This contributes to their understanding of the world. Children enjoy being in the garden and developing their physical skills using ride-on cars and climbing the slide. Children help to plant and grow vegetables and flowers with the childminder.
- The childminder reflects on her own practice and what benefits the children at her setting. Following research from reading articles, she has recently changed her ethos to be more environmentally sustainable and have more natural resources for the children to enjoy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She attends safeguarding training to keep her knowledge up to date. The childminder has a good understanding of how to protect children and keep them safe from harm. She is confident of the procedures to follow, should she have any concerns about a child's welfare. This also includes if an allegation is made against herself or against a household member. The childminder completes thorough risk assessments for her home to ensure that children play in a safe and suitable environment.

What does the setting need to do to improve?

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

- strengthen ways to further help parents to be able to support their child's learning at home
- allow children enough time to fully explore activities to enhance their learning and development.

Setting details

Unique reference number	2500002
Local authority	Bromley
Inspection number	10191574
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 7
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in the London Borough of Bromley. The childminder operates all year round from 8am to 6pm, Monday to Friday. She holds a childcare qualification at level 3 and offers funded early education for children aged three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector sampled written feedback from parents to gather their views of the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021