

Childminder report

Inspection date: 6 January 2022

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 are happy and motivated to learn in the home-from-home environment. They are confident to make choices about what they want to play with or do. All children make good progress and gain a secure foundation for their future learning. Children follow the childminder's high expectations about what they can do for themselves. They successfully learn to manage tasks and develop many self-help skills. Children quickly become very confident to manage their personal care needs. They find their belongings and take steps to help keep themselves and others safe and well. For example, children understand why they need to wash their hands after they have stroked the family dog.

Children behave appropriately for their age. They learn to take turns and share resources. They anticipate what they will be doing next, which shows that they are familiar with the routines. Children are beginning to be independent and take great pride in doing things for themselves. They take off their shoes and coats on arrival. Children of all ages consider others' needs, share and develop firm friendships. Children develop close bonds with the childminder because she finds out from parents about their home routines, interests and abilities before they start.

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

- The childminder notices what children can do and are interested in. She carries out regular checks on children's development, to monitor that they are achieving age-appropriate milestones. The childminder has a secure understanding of how children learn. She ensures that the curriculum is broad and that children develop the skills needed for their future learning. The activities the childminder plans capture children's interests.
- The childminder watches children closely as they play. She assesses what they know and can do and plans enjoyable and engaging activities based on children's interests to support their learning. However, sometimes, the childminder does not focus her teaching to follow through her plans to extend children's learning.
- Children select books that are familiar to them for the childminder to read. They listen attentively as the childminder asks the children questions about the story. Children enjoy joining in with stories with familiar phrases as the childminder reads. Children develop their conversation skills and understanding.
- The childminder places priority on children's communication and language development. She gets down to children's level and speaks clearly, using correct pronunciation. The childminder introduces new vocabulary as the children play. For example, she explains what a 'telescope' is while the children play with a pirate ship. She listens when children talk, asks questions to extend conversations and values what they say. Children become confident talkers.

- The childminder supports children to have a healthy lifestyle and to be physically active. Children eagerly decide what to have for snack. Following recent training, the childminder has introduced activities to further develop children's physical skills. Children enjoy moving in different ways when exploring play equipment at the local park.
- Parents speak highly of the childminder. They comment that their children are always excited to see her, and they feel very well informed about their child's day. The childminder shares regular updates regarding children's learning and offers support for learning at home. However, the childminder has not established ways for parents to share their views and ideas to help to enhance the provision.
- The childminder is enthusiastic and enjoys her role. She gives priority to her professional development and selects training that will help her to support children attending her setting. She introduces new learning and ideas to her practice to enhance children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to keep children safe. She knows the procedures to follow and the people to contact should she have concerns about a child's safety or welfare. The childminder knows how to report any allegations made against her or a member of her household. The childminder carries out daily risk assessments of the indoor and outdoor environments. She understands how to record and report any accidents if they occur while children are in her care and those that happen at home. The childminder keeps children safe when on outings by assessing potential hazards and minimising these.

What does the setting need to do to improve?

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

- focus teaching to support children to build on what they know and extend their learning even further
- strengthen opportunities for parents to share their views and ideas about the setting.

Setting details

Unique reference number	2516929
Local authority	Bromley
Inspection number	10207936
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 9
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Bromley. She operates three days a week all year round. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the routine first 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 the evaluation of the setting.
- The inspector had a learning walk with the childminder to gather information about children's learning experiences.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity and held discussions with the childminder.
- Parents' views were sought during the inspection.
- The childminder shared a sample of documents, including evidence of the suitability of the childminder and others living in the household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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