

Childminder report

Inspection date: 21 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, safe and enjoy their time in this home-from-home setting. They feel content and settle quickly. The childminder has high expectations for the children in her care. She knows what she wants children to learn and allows them to revisit what they know. For instance, children are keen to explain about a scarecrow in the jigsaw when recalling a familiar story. Children are confident and make choices in their learning from a range of resources. They take pride in their achievements. Children benefit from the praise and encouragement that the childminder provides. This also helps to build on their self-esteem and confidence.

Children are well behaved, enthusiastic and motivated to learn. They develop strong social skills, and interact with kindness and respect. The childminder has a gentle approach and communicates respect with children. Children respond positively, listen carefully and are helpful. For instance, they quickly tidy up when asked. Children enjoy doing things for themselves. They learn good personal care skills, such as the importance of handwashing. For example, children eagerly remind each other and the childminder to wash their hands before snack time and a cooking activity. Children thrive in the childminder's calm, kind and friendly care.

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

- The childminder considers the individual needs and interests of children as she implements her curriculum. She includes parents in her initial and ongoing observations of children's learning. The childminder finds out from parents about their children's routines, what they like and their abilities before they start. She observes children to find out what interests them. This helps the childminder to plan a curriculum to help children to build on their skills in a way that suits them. All children make good progress from their starting points in learning.
- The childminder supports children's language and communication skills well. For example, she uses good eye contact with them and speaks clearly. The childminder introduces new words, such as 'sieve', when naming equipment during a cooking activity. She asks questions to reinforce children's understanding of what they already know. However, the childminder does not use different questioning techniques to challenge children's learning, and encourage them to share their own ideas and thoughts.
- Children select books which are familiar to them for the childminder to read. They enjoy joining in with stories as she reads. The childminder has adapted the daily routine so that children can listen to stories when they return home from the school drop off. She has found that this helps to prepare them for their day. Children enjoy a variety of books and eagerly talk about their favourite stories. This helps to extend their conversational skills and their understanding.
- The childminder assesses children's progress and carefully monitors their

development. She works closely with parents, developing a two-way flow of information to ensure that they can provide consistent support for their children. However, the childminder has not yet extended this approach to other settings that children attend.

- The childminder introduces children to early mathematical concepts during everyday activities. They learn to count and recognise numbers. The childminder uses mathematical language when children are measuring. For example, when they weigh ingredients, she encourages them to compare numbers and recognise which is the biggest number.
- Children learn to be independent. They enjoy having a go at activities that may challenge them. Children eagerly complete jigsaws which they have tried before, and test out where different pieces go.
- Children enjoy being outdoors at local parks and woods. They explore their local community and learn about having a healthy lifestyle. Children enjoy regular trips to local parks to use climbing equipment and develop their physical skills further.
- The childminder is enthusiastic and enjoys her role. She reflects on her own practice and what benefits the children at her setting. For example, following a recent training course, the childminder has adapted how she talks to parents. She has found that the skills she has gained from this training have impacted on her partnership working with parents immensely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to keep children safe. She attends safeguarding training and receives updates from the local authority 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 about the procedures to follow, should she have any concerns about a child's welfare. This includes if an allegation is made against herself or 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 questioning techniques to encourage children to develop their thinking skills and opportunities to share their ideas
- build on partnerships with other settings children attend in order to provide a consistent approach to children's care and learning.

Setting details

Unique reference number	2516933
Local authority	Bromley
Inspection number	10205235
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	3 to 9
Total number of places	6
Number of children on roll	13
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 works with a co-childminder. The childminder provides childcare all year round from 8am to 6pm, Monday to Friday. She holds an appropriate childcare qualification at level 3. The childminder offers funding 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 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk to discuss the childminder's intentions for children's learning.
- The childminder took part in a joint observation of an activity with the inspector.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents on the telephone and also sampled written feedback to gather their views of the childminder.
- The childminder provided the inspector with a sample of 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.

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 2022