

Childminder report

Inspection date: 20 April 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 enjoy their time in the childminder's care. They build warm relationships with the childminder and each other. Children who find it harder to settle begin to separate more easily from their parents. They respond to methods used to reassure them, such as use of a colour-changing 'magic worry hand'. Less-confident children have frequent opportunities to socialise in wider groups.

Younger children snuggle into the childminder's lap as they enjoy familiar stories. Their older friends confidently predict what will happen and speak about the actions of characters. Children develop an emerging understanding of technology. For example, they press buttons on toys to hear animal sounds. Children enjoy frequent outings. They regularly experience nature and living things. Children observe caterpillars closely and eagerly await their transition into butterflies. Children grow sunflowers and look forward to picking strawberries at farms.

Children take part in well-considered activities that meet their learning needs well. They acquire positive social skills and communicate their needs and feelings well. Children show that they are independent and curious learners. For example, they show deep focus as they explore the properties of water. Children enjoy finding out things for themselves and persist at challenging tasks. They are well prepared for their next stages in learning.

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

- The childminder has high expectations of children. She provides sequenced learning opportunities that build effectively on what children already know. For example, she introduces tweezers to activities to help strengthen children's small hand muscles. This prepares them well for future writing.
- Children behave well. They play cooperatively and share resources, for example with pirate ships and castles. The childminder encourages children to use good manners. Children have regular opportunities to meet others and socialise, such as when visiting local groups.
- The childminder successfully supports children's communication. For instance, she plans activities to help children interact more when they are outdoors or during role play. The childminder introduces children to new vocabulary and uses descriptive words. Opportunities for children who speak English as an additional language to recognise or share their home languages are less well planned.
- The childminder provides children with frequent opportunities to develop their mathematical awareness. Children explore size and speed, for example, as they play with cars and a garage. Children work out that smaller cars go 'super fast' and fit on the ramp better. Children go on to use different-sized containers and

explore speed further, during water play.

- Children develop their curiosity and are well engaged in learning. For example, they explore dinosaur books and remember the complex names of different species. Children explore different sounds as they shake and bang instruments. They listen attentively to make loud or quiet noises at the childminder's request.
- Children develop good physical skills. They ride and manoeuvre bicycles with skill. They eagerly fill and carry buckets of water. Children make marks and draw with increasing control. They are proud of the letters that they form on blackboards. Children show their abilities as they kick balls and successfully get basketballs into nets.
- Parents appreciate the support and information that they receive about their children's learning. They value the frequent outings that their children experience, including to historic buildings or for strawberry picking. The childminder helps parents to support children's learning at home. However, children have limited opportunities to share their backgrounds and traditions, or to learn about others.
- The childminder shows a commitment to develop her professional practice. She uses her links with other practitioners to update her knowledge of current events and to share ideas. Information shared with others involved in children's care and development is limited. Stronger links with children's other settings would further support consistency of their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge. She knows the procedures to follow if she suspects that a child's welfare is compromised. The childminder is confident to recognise potential risks to children, including exposure to extreme views or behaviour or unsafe technology. The childminder understands the procedures to follow if an allegation is made against her or a household member. Children show that they feel safe to share information with the childminder. This contributes to their safety. The childminder manages risks appropriately in her home and while on outings. She has effective arrangements for administering medication and dealing with accidents.

What does the setting need to do to improve?

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

- expand opportunities for children to recognise and share their home languages and backgrounds, and to learn about different communities
- strengthen links with other settings that children attend, to further support continuity of children's care and learning.

Setting details

Unique reference number	2526706
Local authority	Bromley
Inspection number	10208314
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in West Wickham, in the London Borough of Bromley. The childminder operates on weekdays, from 7am to 6pm, all year round. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Kareen Jacobs

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The childminder and the inspector discussed the teaching and learning that took place during a children's activity.
- The inspector reviewed documents. These included the suitability of the childminder and household members, relevant policies and evidence of the childminder's professional development.
- The inspector considered the views of parents during the inspection.

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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