

Childminder report

Inspection date:

5 March 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children flourish in the exceptionally inspiring environment. They are positive and eager to engage with the childminder and her assistant. Children demonstrate a strong sense of security and confidence when they arrive. They have very strong relationships with the childminder who is an excellent role model. For example, as part of World Book Day the childminder and children dress as characters from books. Children delight in sharing their thoughts and ideas about their favourite stories. They display excellent listening skills and are very respectful towards their friends. Children's behaviour is excellent. They are very motivated and follow their interests as they select from a wide range of resources. Children have a passion for reading. They show this when they take cushions and blankets and sit with their friends to read books. Children develop excellent literacy skills. They build positive friendships as they play together, and have an excellent understanding of what is expected of them. The childminder has high expectations. For instance, children write their own individual rules and discuss which ones they are working on. Children receive lots of positive praise for their efforts. This helps build on their self-esteem and social skills.

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

- The childminder provides children with activities to inspire a sense of awe and wonder. Children comment on how much they enjoy the visit from 'the man with the animals'. They have the opportunity to learn about a wide range of insects and animals, such as guinea pigs and ducks. In addition, they hold stick insects and millipedes. Younger children make comments, such as 'snakes are not slippery'. This helps develop an excellent understanding of the natural world.
- The childminder promotes an environment where all children feel valued. She regularly gathers views from parents and children, to continually drive improvements forward. Children confidently share their ideas. They appreciate seeing the impact of their suggestions. Children display a true sense of belonging. This contributes to their future life skills.
- Children quickly become engrossed in their chosen play. They independently make choices from the wide selection of toys and games available. For instance, younger children share and take turns using memory toys. Older children plan out and play card games. Their interest is sustained for long periods. Children show high levels of patience and build on their social skills.
- The childminder is ambitious and uses her self-evaluation effectively to reflect on her strengths and weaknesses. She supports her assistant to access training and develop skills. The childminder is proactive in ensuring information is current. For example, she makes flashcards with safeguarding information. This helps to keep children safe.

- The childminder supports children to be aware of their environment when they are outdoors. Younger children know the safe route to walk to school. Older children are confident about reminding younger children where to stop and to be aware of cars. Children show an excellent awareness of their personal safety.
- Partnership with parents is outstanding. They receive regular updates about planned themes and trips, which are often linked with the school. Parents comment on the high priority the childminder places on ensuring they are fully involved in their children's learning. They appreciate the value placed on their suggestions. For instance, following feedback questionnaires, parents' suggestions were added to the menu to support healthy options.
- The childminder promotes children's awareness of living a healthy lifestyle. She provides opportunities for children to enjoy outdoor activities. They have regular trips to the field and parks. Younger children use skipping ropes and balls. Older children learn new skills through playing badminton and tug of war. This helps to develop their physical skills.
- The childminder prioritises children's emotional well-being. Children explore their similarities and differences, as they learn about different cultures and festivals. For instance, during St Patrick's Day, children learn how to dance to traditional Irish music. Children are very respectful to others. They develop a good understanding of the diverse communities around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their responsibilities regarding child protection. They regularly update their mandatory training. The childminder and her assistant are able to identify possible signs of abuse and are aware of wider safeguarding issues, such as female genital mutilation and exposure to extreme views. The childminder knows what steps to follow should an allegation be raised against her or anyone else living in her household. Children are supervised well at all times. In addition, the childminder reviews risk assessments to ensure they are effective. Daily checks inside and outdoors are undertaken to minimise any potential hazards.

Setting details

Unique reference number	252803
Local authority	Bromley
Inspection number	10137812
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	5 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 January 2016

Information about this early years setting

The childminder registered in 1992. She lives in the London Borough of Bromley. She operates her service Monday to Thursday, 7.30am to 6pm. The childminder holds a relevant qualification at level 4. The assistant is unqualified.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with parents and took into account their written feedback.
- The inspector completed a learning walk with the childminder to understand how the setting and curriculum are organised.
- The inspector looked at relevant documentation, such as policies and procedures, reviewed the childminder's self-evaluation and held discussions with the childminder and her assistant.
- The inspector spoke to the children at convenient times 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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