

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 arrive happily and confidently. They settle quickly, choose where to play, and show that they feel safe and secure. Older children confidently talk to visitors about their preferred activities, such as playing 'swing ball'. They concentrate hard as they work out how to thread the string back on to the pole without any help. Younger children eagerly join in with turn-taking games. For instance, they enjoy taking part in a game of skittles and squeal with delight as they find two of the same picture cards in a matching game.

Children benefit from a good range of activities and enjoy chatting as they play. For instance, they pretend to be doctors and discuss how their bodies work. Children talk about how their hearts beat and repeat words such as 'injection' and 'bandage' as they play. They share good relationships with the childminder and enjoy her involvement in their play.

Children respond well to the childminder's high expectations for their behaviour and learning. They learn about staying safe, including as they stay close to the childminder when they walk by the road. Children thrive on the activities provided because these are purposeful and meet their individual needs. Older children talk about how they will be starting school soon, and show positive attitudes to learning.

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

- The childminder uses a good variety of training and development opportunities to continually improve her practice. Overall, she plans a good curriculum that she implements well to help each child make the best progress. The childminder understands children's individual learning needs and works well with parents and other settings to provide a consistent approach to their learning.
- The childminder teaches children well and helps them to learn and remember new things. She is particularly effective at meeting children's individual needs during the same activities. For example, during a card matching activity, older children were able to learn about 'pairs', and matching words to pictures. Younger children were able to match picture cards and repeat letter sounds.
- The childminder encourages all children to develop a good variety of personal skills ready for their future lives. Occasionally, she does not use all opportunities to encourage younger children to talk about their feelings and needs when they become upset. However, she is kind and caring and helps all children to feel secure. Children are ready for the next stages in their learning.
- Overall, the childminder implements her curriculum for communication and language well. She uses clear strategies for children who need extra support. The childminder is sometimes quick to say words or answer her own questions

rather than giving children the time they need to think. However, she uses books and stories well and models words, such 'squishy' and 'icy', to broaden children's language skills.

- The childminder teaches children about their bodies and being healthy. Children learn to grip plastic knives safely and control their hand movements to cut apples and bananas for snack. They move their bodies in different ways to action songs as they practise using their larger muscles.
- The childminder manages children's behaviour well. She is an effective role model who encourages children to use good manners and show respect for others. Older children replicate the childminder. For example, they ask her if she would like them to close the back door after playing outside.
- The childminder engages children in discussions that help them to learn about the similarities and differences between themselves and others. Children are inquisitive and ask questions about people in the community. The childminder uses such opportunities to broaden their awareness of diversity.
- The childminder works well with parents. She regularly shares information with them about their children's progress. Parents show their appreciation of the childminder. Some say that she is empathetic and understanding in meeting their children's needs. Others value her flexibility, caring attitude, and the activities their children enjoy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of different safeguarding issues. She understands the signs and symptoms that may indicate a child is at risk of harm. The childminder also knows what to do should an allegation be made against her or another household member. She keeps important contact details readily available so that she can report any concerns to the correct agencies without delay. The childminder keeps her home and the garden secure. She uses risk assessment to keep children safe, including on outings, and swiftly minimises any potential risks to children's safety.

What does the setting need to do to improve?

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

- broaden opportunities for younger children to describe their feelings when they are upset, to further encourage them to talk about their emotions
- give children the time they need to think and respond to discussions and questions, to further develop their communication and language skills.

Setting details

Unique reference number	2538621
Local authority	Bromley
Inspection number	10215279
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	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Orpington, Kent. She operates four days a week from 7am to 6pm, throughout the year. The childminder holds a relevant childcare qualification at level 3. She receives funding for the provision of free early education to children aged two and four years.

Information about this inspection

Inspector

Stephanie Graves

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 childminder.
- The inspector and the childminder viewed the areas of the home used for childminding purposes.
- The childminder spoke to the inspector about how she organises her home to help children play and learn.
- Children approached the inspector to talk about their interests and activities.
- The inspector sampled documentation and read parents' feedback, including their views about the childminder's practice.

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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