

Childminder report

Inspection date: 20 June 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 the childminder's company and show that they feel happy and settled in her care. For example, she plays hide and seek with them and they squeal with delight when she finds them in their hiding place.

Children are motivated to try new experiences, such as learning to cross a small bridge while using climbing equipment, as the childminder skilfully supports their confidence. They behave well, learn to describe their emotions and learn to share resources with others during play.

Children learn to care for living beings. For example, they feed lettuce and carrots to the guinea pigs. They follow instructions well as the childminder teaches them how to keep themselves safe during such activities.

The childminder has high ambitions for children and plans a curriculum that is targeted to meet their individual needs. Children who speak English as an additional language make good progress from their starting points. The childminder supports them well to build on their vocabulary. For example, they learn to follow instructions, such as 'push', 'stretch' and 'turn', as they learn how to operate toys, resources and electronic equipment. Children build on their understanding of the use of technology. For example, they independently turned off the lights and sounds of a battery-operated toy and exclaimed 'I did it!'

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

- Partnerships with parents and other settings are strong. The childminder shares ideas and activities with parents to support them to continue children's learning at home. She plans activities, such as a visit to the farm, to extend on topics that children learn at other settings they attend. These opportunities help children to deepen and consolidate their learning. Parents say that the childminder is kind and caring and that she keeps them updated about their children's time at the setting.
- Self-evaluation is effective. The childminder reflects well on her practice, and makes good use of training opportunities to strengthen her practice and continually improve outcomes for individual children. She applies her knowledge and skills well, for instance to support children's emotional well-being, including when they return after periods of absences during the COVID-19 pandemic.
- The childminder uses a range of positive strategies to teach children what is expected of their behaviour. She nurtures their self-esteem and supports them well to learn to regulate their behaviour.
- Children build on their independence. Older children know to get their shoes on by themselves and the childminder skilfully helps them to match the shoes

correctly to the right and left foot. She guides younger children well to help them learn to fasten the straps on their shoes.

- The childminder provides a range of opportunities for children to exercise and to play in the fresh air. She teaches them about the importance of a healthy diet and hygiene practices, for instance to keep their teeth healthy.
- The childminder introduces children to a range of songs and stories. Children learn new words and join in with the songs they know. However, on some occasions, children do not have sufficient time to think and respond to questions.
- The childminder provides several opportunities for children to meet other children and people in the wider community. She introduces them to cultures and celebrations around the world. Children learn to value differences.
- The childminder encourages children's learning through play. For example, as children make marks on foam, they learn to write the first letter of their name. They pretend to be shopkeepers and learn to use numbers in context, such as 'two pounds', when the childminder joins in their play and pretends to buy from the shop. Children build on their early literacy and mathematical skills in preparation for the next stages in their learning.
- The childminder promotes children's understanding of shapes and colours. Older children identify that the cabinet handle is a 'circle'. Younger children learn to name some colours during a planned activity. However, the childminder has not fully considered ways to present information clearly, particularly during some planned activities, to fully enhance children's learning experiences.
- The childminder's knowledge of child development, together with her understanding of individual children's needs, helps her to plan a curriculum that is both purposeful and enjoyable for all children. Children make good progress from their starting points and develop strong foundations for future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify concerns for children's welfare and the procedures to follow to refer concerns to relevant outside agencies. Through training and research, she keeps herself updated on broader safeguarding issues. She understands her responsibility to keep children safe from extreme views. She demonstrates an understanding of risks children may be exposed to online. She has developed appropriate policies and procedures to guide her practice. The childminder supervises children effectively to ensure their safety. She completes specific risk assessments for outings and teaches children safety rules that help to assure their safety.

What does the setting need to do to improve?

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

- strengthen the implementation of planning to share information clearly with children, particularly during planned group activities
- enhance opportunities further for children to take the time to think and respond to questions.

Setting details

Unique reference number	2546440
Local authority	Bromley
Inspection number	10221504
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 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Bromley. She provides childcare all day, on weekdays, for most of the year. The childminder receives funding for the provision of free early education for children aged two years old.

Information about this inspection

Inspector

Geetha Ramesh

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their views with the inspector about their children's time at the setting.
- The inspector carried out a joint observation with the childminder and assessed the quality of education.
- The inspector observed the childminder's interactions with the children and took account of children's views.
- The inspector viewed relevant documentation, including suitability checks, and had discussions with the childminder at appropriate times.

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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