

Childminder report

Inspection date:

20 September 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 have established warm relationships with the childminder. Her kind and supportive approach helps them feel safe and secure in her care and develops their emotional attachments. For instance, children go to her for cuddles when they need them. The children are keen to learn, and they benefit from being able to choose from a range of resources while leading their own play with enthusiasm. For example, they create 'pictures' with stickers, role play at cooking in the kitchen and throw balls in the ball pit. Children enjoy adult-led activities that take into account their interests and next steps in learning. For instance, children concentrate well and take turns as they play a skittles game.

Children are confident communicators. They switch between Russian and English with ease as they play and interact with others. Children behave very well. They are clear about the expectations in the setting and listen closely to guidance from the childminder about sharing resources. The childminder gives them lots of praise and encouragement, which helps to develop their confidence and boost their self-esteem. For example, children smile when she says 'bravo', as they name animals in Russian.

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

- The childminder offers a broad curriculum that prepares children for their future learning. It is well sequenced and has a firm emphasis on the prime areas of learning. For instance, young children use water to change the texture of sand, look at their favourite books independently and sing songs in English and Russian. As a result, children make good progress from their starting points.
- The childminder uses observations and assessments effectively. She finds out information from parents on individual starting points and uses this with her observations to plan activities and choose resources that children enjoy. She completes regular assessments that identify children's current stage of development and next steps for learning. As such, children have experiences that support their ongoing development.
- Early mathematics is introduced successfully to young children as they play through number, shape and colour. For instance, the childminder talks about the numbers on skittles as children play with them. She uses mathematical language like 'big' and 'small' as children explore items in the sand, and she challenges children to solve problems for themselves, such as when they try to fit pieces into a puzzle.
- Children make good progress in their communication and language skills in both Russian and English. The childminder provides a narrative for them as they play and builds on their vocabulary by introducing new words, like 'juicy.' Children enjoy singing a variety of nursery rhymes and are beginning to have back-and-

forth conversations.

- Children go on regular outings around their local community and learn about different festivals, including Diwali and Chinese New Year. However, there are few resources available at the setting that would further support children's learning about similarities and differences between themselves and others and life in modern Britain.
- The childminder supports children's physical health and well-being throughout the day. Children benefit from home-cooked meals and healthy snacks, which they thoroughly enjoy. They get lots of fresh air and exercise on daily visits to the park. Children learn how to keep themselves healthy. For instance, they learn that it is important to look after their teeth by brushing them, and do this after lunch.
- Generally, children's self-help skills are developing well. They are able to feed themselves and can cut up and peel fruit independently. However, there are occasions when the childminder does not give children time to complete tasks for themselves so that they can further develop their skills. For instance, she puts their coats on for them before going outside and takes their shoes off for them as they come inside.
- Partnerships with parents are positive. They say that their children feel 'welcome and comfortable' at the setting and that they receive 'plenty of love and care.' Children have a diary where the childminder lets parents know about their care and learning, and parents are able to share experiences and learning from home. This supports continuity in care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She has a good knowledge of the potential signs and symptoms of abuse and knows what to do if she has any concerns about a child's safety and welfare. The childminder is aware of local safeguarding partnership procedures. She carries out regular safety checks on her home to minimise any safety hazards for children in her care.

What does the setting need to do to improve?

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

- expand on resources that support children's learning about similarities and differences between themselves and others and life in modern Britain.
- give children time to complete self-help tasks for themselves to develop their skills further.

Setting details

Unique reference number	2546541
Local authority	Bromley
Inspection number	10221505
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Orpington, in the London Borough of Bromley. She operates on Monday, Tuesday and Thursday, from 8am to 6pm, during term time only.

Information about this inspection

Inspector

Jacquie Brown

Inspection activities

- This was the first routine inspection the childminder has 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 took the inspector on a learning walk around the setting.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector viewed written parent testimonials.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.

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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