

Childminder report

Inspection date: 17 May 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 are settled and comfortable in the care of the childminder. They confidently explore the setting and self-select activities and resources. Strong bonds between the childminder and children mean that children's confidence and self-esteem are supported and they feel safe and secure. Children's family photos are displayed in the playroom, which gives them a sense of comfort and belonging.

The childminder has good expectations of children's behaviour and what children should learn and achieve. The childminder is a positive role model. She demonstrates good manners and respect for others. As a result, children say 'please' and 'thank you' throughout the day. Children are encouraged to make their own choices. They communicate their needs and preferences confidently. For example, children choose what filling they would like in their sandwich.

Children display positive attitudes to learning. They show enjoyment and curiosity as they explore activities. Children speak confidently with visitors and share their favourite experiences. Children show respect for the environment by tidying away resources when they are finished.

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

- The childminder is passionate about child development and helping children to meet their next steps. All areas of the curriculum are included in the activities offered each day. The childminder plans a range of activities and experiences which are centred around the children's interests and individual needs.
- The childminder demonstrates a clear understanding of how to support children with special educational needs and/or disabilities. She recognises the importance of working with other agencies and ensures that her knowledge and skills are up to date.
- The childminder accesses online training to strengthen her knowledge and skills. She implements this in her practice to further support children's development.
- The childminder models good language skills. She speaks clearly and repeats sentences back correctly. At times, she asks closed questions that do not encourage children to use their vocabulary and extend their language skills.
- Children are given many opportunities to be active. They spend lots of time playing in the garden and regularly visit the local parks. Children have access to resources that promote movement and physical development, such as balance bikes and digging equipment.
- Children demonstrate good levels of personal development. They independently use the toilet, wash their hands and make their own choices. For example, children enjoy making their own sandwiches and cutting their own fruit and often make requests to do tasks by themselves. Children develop a can-do

attitude to learning. They are given time to try to do things by themselves before support is offered.

- The childminder provides healthy and nutritious meals and snacks, which supports the children's health and well-being. Children are encouraged to stay hydrated. They have continuous access to their water bottles and are reminded to drink plenty when the weather is warm.
- The childminder has developed good partnerships with staff at the local school and prepares children for change to support them with smooth transitions. The childminder has built strong relationships with parent and shares observations and activities to support consistent approaches to learning.
- Children show an understanding of keeping safe. They are aware of safety procedures. For instance, children talk about the whistle used for fire drills and tell the inspector what they need to do if the whistle is blown. Children understand how to keep safe in warmer weather. They request more sun cream and explain why they need to wear a hat.
- The childminder has clear and effective policies and procedures in place to support the management of her setting. These are shared with parents to strengthen parent partnerships.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment is clean and safe. For example, safety gates are used to prevent children from accessing the kitchen and stairs, to minimise the risk of harm. The childminder has good knowledge and understanding of safeguarding. She is confident in her skills to recognise and report concerns to the relevant agencies, to ensure that children in her care are kept safe. The childminder keeps up to date with local safeguarding issues through the information provided by the local authority. Emergency plans are in place and children understand the safety procedures. For example, they talk about what to do in case of a fire.

What does the setting need to do to improve?

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

- enhance children's learning further by developing questioning techniques to support and extend their thinking and language skills.

Setting details

Unique reference number	2548373
Local authority	Bromley
Inspection number	10215646
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	0 to 3
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 Bromley, London. She operates all year round from 9.30am to 5pm on Monday, Tuesday, Wednesday and Friday.

Information about this inspection

Inspector
Katie Smith

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector provided opportunities for parents to provide feedback 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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