

Childminder report

Inspection date: 16 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 are happy and safe in the childminder's welcoming home. They have built close bonds with the childminder and show that they are settled and secure. Children make good progress in their learning. They are confident as they freely explore their surroundings. They cuddle up to the childminder as they share a story about a crocodile. They giggle as they take turns to use the crocodile puppet and pretend to make the mouth 'snap'. Children have very good language and communication skills. The childminder is skilled at re-enforcing language and introducing new words. Children spontaneously sing songs as they play imaginatively.

The childminder is skilled at introducing simple mathematical concepts. While on outings, children are encouraged to look at the environment around them and identify numbers. Children spontaneously count and name colours as they play. The childminder teaches children new concepts, such as learning about floating and sinking during water play.

The childminder is a good role model as children are treated with respect, and good manners are encouraged. Children behave well as the childminder is supportive and offers gentle guidance. Children learn about sharing. They understand the concept of waiting for the timer before it is their turn to have a go.

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

- The childminder is dedicated to providing good-quality care for children. She ensures that she keeps her knowledge up to date by regularly completing a range of training courses. The childminder is reflective. She evaluates her setting well and identifies what she would like to focus on next.
- The childminder supports children's language and communication well. She consistently engages with children and introduces new language. Children are keen to go outside to see the strawberry plants and are excited to find ones that are ripe. This prompts an interesting discussion about growth. Children enthusiastically talk about plants needing sunlight and water to grow.
- Children are supported to learn about good hygiene routines. They spontaneously sing the handwashing song as they wash their hands prior to eating. They talk about making sure there are no germs on their hands.
- The childminder recognises the importance of regular outdoor play. She ensures that children benefit from daily outdoor experiences both in and out of the setting. They regularly go to the park, library and sports sessions. This allows children to have a range of learning experiences and have opportunities to develop their social skills.
- At home, the childminder provides a range of activities and resources to support

children's development. She plans a balanced, varied curriculum. Overall, children concentrate well. They use pictures they have previously drawn as a guide to make models out of construction. However, on occasions, the activity provision available provides a lack of challenge for older children.

- The childminder works closely with parents to ensure they are kept up to date with their children's progress and learning. A gradual settling-in process is offered to help children become settled and familiar with the setting. Written feedback from parents shows that they are extremely happy with the service provided. They feel that the childminder is 'kind, fun and nurturing'. Parents say that their children enjoy attending the setting and they have made very good progress.
- Children's health is extremely well supported. Children are provided with a range of healthy and nutritious meals and snacks. During hot weather, the childminder reminds children of the importance of drinking water regularly to stay hydrated. Children understand the concept of sun safety. They put on their sun hats and ensure that their sun protection remains topped up.
- Parents share key information about children's language development, including home languages. The childminder values children's home languages and ensures they hear these at the setting. Children who are bilingual are progressing well at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding issues. She knows the correct procedures to follow if there are concerns that a child may be at risk. The childminder ensures her child protection training is kept up to date to support children's safety and welfare. She uses effective risk assessments to identify and remove any potential hazards. Children learn to keep themselves safe. For example, they learn about road safety when on outings. They know that they need to wait for the green man before they can cross the road safely.

What does the setting need to do to improve?

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

- consider how to provide additional challenge for the older children to support their learning and development further.

Setting details

Unique reference number	2548726
Local authority	Bromley
Inspection number	10232026
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Orpington, Kent. She operates from 7am to 6.30pm, Tuesday to Friday, all year round.

Information about this inspection

Inspector

Laura Brewer

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The inspector viewed written feedback provided by parents about their experiences of the childminding service provided.
- The inspector sampled a range of key documents that the childminder uses to support her in meeting the early years foundation stage requirements.

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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