

# Childminder report

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Inspection date: 27 June 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the childminder's home and after a short time, they settle and begin to show a sense of belonging. Children spend their time in a home-from-home family environment. They have access to a large room and balcony area, which they explore with confidence and show that they feel safe and secure. Children develop close bonds and warm relationships with the childminder and her assistants, who have high expectations of them. The childminder and her assistants get to know children and their families well. This helps to support and develop children's emotional well-being. Children are happy and content. They behave well and respond positively to adults.

Children benefit from the broad range of experiences that the childminder offers. For example, they discuss diversity when they explore rainbows. Children attend drumming workshops, rhyme-time sessions and playgroups. This helps to develop children's understanding of the wider world and other communities beyond their own. Children make their own choices and choose what they want to learn. Very young children know how to select resources, such as books and puzzles, independently. The childminder and her assistants support and guide children to gain new knowledge and skills while they play.

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

- The childminder knows what she wants children to learn and sequences their learning well. She builds activities around what children can do and already know. For example, children develop their physical skills by using play dough, tweezers and creative activities. This helps to develop their muscles in preparation for future learning.
- The childminder has made a good start to her childminding career. She has worked hard to develop her practice and setting. The childminder employs assistants and has induction procedures to ensure that they are suitable to work with children. The childminder and her assistants have accessed some professional development opportunities. This could be developed even further to grow and develop their skills.
- The childminder works well with parents to share information and encourage children's learning. She has daily discussions and sends photos and updates. She also holds regular check-in meetings with parents, and an annual party at the end of the year, which helps to strengthen parental partnerships. Parents report that they find the childminder to be very caring and attentive, and that she communicates with them extremely well. Parents say that their children's confidence and social skills have developed and grown since being in her care.
- The childminder and her assistants engage children in conversations. For example, young children happily chat to them as they play with dolls, push

prams and pretend to play shops. This promotes children's understanding of the world around them. Children learn how to use a remote control and access some online learning. However they would benefit from more opportunities to learn more about other uses of technology.

- Children learn about equality and diversity. The childminder provides children with a good range of books about other cultures and traditions. She teaches children about British values by modelling and discussing appropriate behaviours with them. For example, children learn how to take turns and share using sand timers. This helps them to understand how to be respectful of other people's feelings and the concept of fairness.
- Children develop their mathematical skills. They learn to count while they play. For example, the childminder encourages children to count the legs of animals in books and learn the names of shapes while they complete a puzzle.
- Children experience lots of stories and rhymes. They attend rhyme-time sessions that the childminder runs in the local community. This supports their language and communication skills and helps to build their vocabulary. The childminder supports children who speak English as an additional language with books in their home language and by finding out key words from their parents.
- The childminder aims to prepare children for school by teaching them how to be independent. She encourages children to do things for themselves, such as putting on their own shoes and coats. Children also learn how to persevere, for example when a challenge occurs. They are given the time they need to work things out for themselves with encouragement from adults. This gives children a sense of pride in their achievements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with child protection training and issues such as the 'Prevent' duty. She knows the signs of abuse and what to do should she have concerns. The childminder knows who to contact should she feel a child may be at risk of harm. She ensures that all her staff have regular safeguarding training. She carries out good risk assessments of her home and her local surroundings to keep children safe. For example, the childminder makes sure that a gate is always closed first, before taking children outside to a private courtyard. She also practises fire drills and has the equipment she needs to evacuate her apartment, including a rope ladder and baby carrier if needed.

## What does the setting need to do to improve?

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

- extend professional development opportunities even further to enhance the quality of education to a higher level

- increase opportunities for children to deepen their understanding of the use of technology.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2553404                                                                           |
| <b>Local authority</b>                             | Bromley                                                                           |
| <b>Inspection number</b>                           | 10233451                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Bromley. She works all year round from 8am to 6pm, Monday to Sunday. The childminder works with five assistants and holds a relevant childcare qualification.

## Information about this inspection

### Inspector

Louisa Parker

### 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 spoke with parents and took account of their written views.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and public liability insurance.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the childminder and her assistant interact with children.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.

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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