

Childminder report

Inspection date: 30 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

The childminder has a cheerful enthusiasm for her work and is effective in her role. She creates a welcoming setting where children are leaders in their learning, and their experiences are driven by their natural curiosity. For example, a walk to the park to feed ducks turns into a rich learning programme, where children explore their interests with enthusiasm. Their thinking is stimulated by the childminder's skilful questions and observations, and connections in children's learning are made. The childminder uses ambitious vocabulary to boost children's early language skills. For instance, children learn that baby swans are called 'cygnets'. The childminder is polite and respectful to children and others. She has high expectations of children, and reminds children of these regularly. She sets clear boundaries, and children learn simple rules for good behaviour. Children follow her example and display good manners.

Working with parents, the childminder identifies gaps in individual children's learning. She focuses on these areas, using the curriculum that she has set out for all children to achieve. Children close gaps in their knowledge and make good progress in their learning. They form close bonds with the affectionate childminder. They feel safe, settle quickly and are happy with her.

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

- The childminder promotes children's cultural awareness and social skills with visits to music and play groups. They also travel into the city on public transport to visit various museums, to broaden the reach of their knowledge and experience. The childminder prepares traditional dishes, such as Jollof rice, from her cultural background for children and their parents to enjoy. Children delight in moving their bodies to traditional music. They enjoy the wonder of the world outside their own backgrounds with exciting stories from Africa.
- The childminder assesses children's developmental stages when they start. Using information about children's preferences supplied by parents, she plans activities that children will enjoy. Using her expert knowledge of child development, the childminder adapts her practice to suit individual children's learning styles. For example, she spends much of the time teaching outside, as she has observed that the children she cares for progress better in this environment. Children are given a healthy diet and develop their large and small muscles running, jumping, balancing and climbing on play equipment.
- The childminder plans a comprehensive curriculum to teach. She assesses children's learning stages when they start. She identifies what children need to learn and any areas where they may have fallen behind. The childminder reflects on the impact that the learning programmes have had on children. She takes on board the views of children and their parents and makes modifications as

necessary, to improve her practice.

- The childminder encourages children to look after themselves, such as putting on their own shoes and coats. Children judge and take reasonable risks. The childminder gives them the freedom to persevere in their efforts. For example, children climb onto playground equipment by themselves, taking several attempts to succeed. The childminder celebrates their successes with them, and children are proud of their efforts. This supports children to be confident in their abilities.
- The childminder forms a close relationship with parents. Information about children's interests, care routines and learning passes easily between home and the setting, supporting children to make gains in their knowledge. This supports children to develop and progress well. However, when children also attend another setting, such as a day nursery, the childminder does not always exchange information about children with them. This means that information supporting children's progress may be missed, which could have an impact on children's learning outcomes.
- The childminder uses a range of strategies to develop children's early thinking and language skills, including signing words when they are too young to speak. However, on occasion, she does not use exactly the correct words to describe an object or action. This may affect children's opportunities for making connections in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs that a child may be at risk of abuse and knows how to report this information correctly. She keeps her knowledge up to date by accessing training, which includes recognising when a child might be at risk from extreme behaviours or views. The childminder follows the setting's safeguarding policy and shares this information with parents. For example, mobile phones are kept out of reach of children. To ensure that children play and learn in a safe environment, the childminder carries out daily risk assessments.

What does the setting need to do to improve?

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

- develop partnership working with other settings that children attend, to provide continuity in their learning and care
- use more exact vocabulary when describing objects and actions, to further develop children's communication and language skills and help them to make connections in their learning.

Setting details

Unique reference number	2559251
Local authority	Bromley
Inspection number	10239417
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	2 to 2
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Park Langley, in Bromley, South London. She works Monday to Friday for 48 weeks of the year.

Information about this inspection

Inspector

Mary Gabriel

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 undertook a joint observation with the inspector, and then the inspector evaluated her assessment of the activity.
- The inspector took note of parents' views about the childminder's practice.
- The inspector assessed the quality of the childminder's interactions with children.
- The childminder provided relevant documentation that the inspector requested.
- The inspector assessed the childminder's knowledge of safeguarding arrangements.
- The inspector discussed with the childminder her learning intentions for children.
- The inspector observed the children at play, both at the setting and at a local park.

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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