

Childminder report

Inspection date: 9 August 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 enjoy their time with the childminder. They move around her home and garden with great confidence. Children greet visitors immediately with interest. They are keen to show the inspector their favourite toys and invite her to join in with their play. Children are very eager to take part in activities and show a positive attitude to their play and learning. They enjoy playing with familiar toys, such as caring for baby dolls and pushing them in prams. The childminder enriches children's experiences further by taking them out to play groups for additional activities. They receive the highest level of respect for their own unique characters, and behave well.

Children listen intently to stories and rhymes. They confidently fill in the missing words as they sing along to 'incy wincy spider', showing high levels of self-esteem. They are excited to see what might be on the next page of the book. They point to pictures and confidently say 'spider out'. Children are learning how to enjoy safe play. The childminder gently explains to children why they should not climb the small tree in the garden. They listen and understand these boundaries and respond appropriately. She gives them praise and encouragement for this, which builds children's self-esteem.

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

- The childminder knows children well. She uses her curriculum to broaden their experiences. For example, children visit coffee shops, playgrounds and go on forest walks. They regularly go to the local church play group with other childminders. This gives them the opportunity to mix with other children and develop social skills.
- The childminder has developed close bonds with the children in her care. For example, children receive genuine care and compassion. They form secure attachments in her care, which supports their well-being. Children seek the childminder out to join in with their play. They are keen to show off their counting skills. The childminder gives children lots of praise for their efforts and celebrates by singing a song. This helps children to develop high levels of self-esteem.
- The childminder reinforces children's positive behaviour. She uses praise and gentle reminders, such as 'good listening' and 'kind hands', to teach them about expected behaviours. Children learn about emotions and the feelings of others through a range of emotion books. This helps them to understand their different emotions and form friendships.
- The childminder teaches children the benefits of having a healthy lifestyle. She provides them with nutritious snacks and meals. However, the childminder does not consistently recognise opportunities that arise to support children to develop

their independence and self-care skills. She sometimes offers more support than children need to complete tasks, such as hand washing and putting on shoes. This does not encourage them to develop confidence in doing things for themselves.

- Children enjoy songs, rhymes and stories as part of their daily routine. The childminder provides lots of opportunities for children to extend their vocabulary. For example, she encourages them to finish sentences and repeat words and phrases, such as in the story 'We're Going on a Bear Hunt.' This supports children's language and sentence formation. However, on occasion, the childminder is too ambitious and uses too many words for younger children to understand.
- Partnership with parents is effective. Parents receive updates about their children's development and ideas on how they can support their child's learning at home. The childminder communicates well with other settings children attend and implements a consistent approach to support children's learning further.
- The childminder continues to reflect on her practice. Her future plans include focusing continued professional development on topics that will further enhance teaching and learning. For example, she has plans in place to enhance the arrangements to support children's literacy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding about how to recognise the signs that children might be at risk of being unsafe. She understands the importance of working in partnership with different agencies in order to protect children from harm. The childminder undertakes training in order to be up to date with new legislation. She has a good understanding about who to contact if there is a concern, and is aware of issues around safeguarding, including 'Prevent' duty and female genital mutilation.

What does the setting need to do to improve?

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

- consider providing a more consistent approach to supporting children to become more independent, including self-care skills
- model language even more effectively to help younger children to understand and learn new words to further enhance their communication skills.

Setting details

Unique reference number	2562276
Local authority	Bromley
Inspection number	10232147
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Bromley, Kent. The childminder operates all year round, Monday to Thursday, from 8am until 6pm. She holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Kelli Wiseman

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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022