

# Childminder report

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Inspection date: 17 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 have secure relationships with the kind and gentle childminder. They are happy and settled in her care. For instance, they squeal and laugh as she tickles them during a game. Children also know they can go to the childminder for a cuddle or support if they get upset.

Children have good levels of self-esteem. The childminder supports them by talking to them about their achievements and positive qualities. For example, she praises children when they persevere as they try to put their shoes on.

Children are confident, motivated learners and have positive attitudes. They focus intently on adult-led activities and as they play and explore. For instance, children spend long periods of time experimenting with and making bubbles with home-made soap. Children listen to and follow instructions as they play and learn. For example, they consolidate some new skills in a game where they are asked to jump, walk on tiptoe and skip.

Children behave well for their age. The childminder observes them and supports them in their interactions. When children find it difficult to share with their peers, the childminder helps them learn what they could do in that situation. As a result, children begin to learn to manage their feelings and behaviour independently.

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

- The childminder offers a curriculum that is well planned, well sequenced and builds on children's previous learning and interests. Overall, there is a focus on the prime areas of learning. For instance, children learn how to share and take turns, they develop their fine motor skills and they build on their vocabulary. However, during adult-led activities, the childminder does not always challenge children through questioning, to further develop their critical thinking and communication and language skills.
- Children develop very good physical skills. The childminder places high emphasis on this area of learning. She ensures that children have the opportunity to take part in a variety of good-quality activities that develop their skills. Children learn how to move in different ways. They run and climb and prise jungle animals from melting blocks of ice.
- The childminder provides children with healthy snacks, regular drinks of water and nutritious, home-cooked meals. They sit at the table to eat and enjoy the social interaction. This supports children to learn about what contributes to a healthy lifestyle.
- Children make good progress with their self-help skills. The childminder encourages them to try doing things on their own and then steps in when they

need some help. Children feed themselves very well with cutlery and wash their hands independently.

- The childminder works with an assistant on some days during the week. They have regular meetings where they talk about the children's progress and next steps, discuss ideas and share good practice. The assistant knows children well and works in conjunction with the childminder to support them with their learning and care needs.
- The childminder helps children learn about what makes them unique. Children enjoy looking at photos of each other and talking about their friends. They also learn about different events and festivals celebrated by the wider community, for example Pride and Chinese New Year. Children learn that it is important to respect others regardless of their abilities, gender, race or religion. This helps to prepare them for life in modern Britain.
- The childminder promotes her continuous professional development. For example, following training, she uses strategies that she has learned in the setting. This has had a positive impact on the way the childminder supports children's behaviour and emotional well-being.
- The childminder has successful partnerships with parents. Parents give positive feedback on the childminder's service and talk about the progress children have made since attending the setting. The childminder keeps parents well informed of their children's progress in a variety of ways. For instance, she uses an online system to keep parents up to date with their child's care practices and learning needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role in keeping children safe. They have a sound knowledge of the signs that may indicate a concern about children's welfare. They also know the procedures to follow to report any concerns of this nature. The childminder and her assistant carry out daily risk assessments as part of keeping children safe on the premises.

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

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

- challenge children through questioning to further develop their critical thinking and communication and language skills

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2564328                                                                           |
| <b>Local authority</b>                             | Bromley                                                                           |
| <b>Inspection number</b>                           | 10239376                                                                          |
| <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 2                                                                            |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020. She works in Oprpington, in the London Borough of Bromley. The childminder operates Monday to Friday from 7am to 7pm all year round. She holds a relevant childcare qualification at level 3. The childminder works with an assistant.

## Information about this inspection

### Inspector

Jacquie Brown

### 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 her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector spoke to the childminder's assistant about their role and responsibilities at the setting.
- The inspector reviewed documents. These included children's learning records, relevant policies and evidence of the childminder's professional development.
- The inspector considered the views of parents as part of 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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