

Childminder report

Inspection date: 8 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 content in the childminder's home. They access all areas available to them with confidence and show that they feel safe, secure, and are made to feel welcome. Children run around with their friends in the garden. They have strong attachments with the childminder, who responds to them in a calm and caring manner. The childminder has high expectations of all children. They generally behave well and respond to the childminder positively. Children are encouraged to respect each other. For example, the childminder reminds them to say 'please' and 'thank you' to each other. Children follow well-established routines, such as knowing to take their shoes off before going inside.

Children have access and benefit from using large areas of the childminder's home. They enjoy playing with a wide range of resources, such as construction pieces, train tracks and puzzles. Children are allowed to follow their own interests and the childminder interacts with them enthusiastically while they do so. Children's mathematical knowledge is fostered during their play. For instance, they count pieces of fruit at lunchtime and count planets in book about space at story time. Older children are encouraged to recognise and write numbers in preparation for their future learning.

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

- Children develop their independence. The childminder gives children encouragement and empowers them to do things for themselves. For example, children learn how to use the toilet and put on their own coat.
- The childminder encourages children to share and take turns. However, she does not consistently help children to understand why and how to manage and express their feelings when they are finding such things difficult.
- The childminder knows what she wants children to learn and sequences their learning well. She builds activities around what they already know and can do. For example, children develop their physical skills. They use pipettes, sand and water, then later they use chalks and pens to make circles and marks. When they are ready, the childminder introduces children to letter shapes and how to write them. This prepares children for their future learning.
- The childminder helps children to get ready for school by teaching them the skills which they need to succeed. For example, older children learn about shapes, numbers and are encouraged to recognise their own name.
- The childminder develops children's early communication and language skills. She models and extends children's language while they play. The childminder provides themes and activities which expose children to new vocabulary. For instance, children recently learned about space. This gave children the opportunity to learn about the solar system and the names of the planets.

- The childminder builds children's literacy skills through telling lots of stories and rhymes. She reads to them in an engaging way and questions them around the stories she reads. This encourages children to show their understanding, and talk about their own ideas and thoughts.
- Children learn about other cultures and develop an awareness of being part of a diverse community. They learn how to sing nursery rhymes in Portuguese and have recently celebrated the Jubilee with a tea party.
- Children are taught healthy practices. The childminder reminds them to cover their noses when sneezing. Children also know that they must wash or sanitise their hands before eating.
- The childminder uses her observations and assessments of children to provide next steps in their learning, supporting them to make good progress. She communicates these with parents. The childminder builds strong parental partnerships and they feel well informed. One parent commented that she didn't know a childcare setting could be this homely, loving, active, caring, educational and fun; 'my child loves it here'!
- The childminder has kept her required training up to date. However, she knows she needs to refresh her knowledge around recent curriculum updates and issues, such as the 'Prevent' duty.
- The childminder teaches children to manage risks. For example, they learn that they must wait for a turn when climbing in and out of a tree.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands child protection and recognises the signs of abuse. She knows how to keep children safe. The childminder knows who to contact and what to do if she has concerns about a child's welfare, or thinks a child may be at risk of harm. The childminder has kept her first-aid and safeguarding training up to date. She makes risk assessments for any visits to public places outside the home, such as the local park. Children are also taught how to keep themselves safe. For example, the childminder reminds them to hold on as they walk down the stairs.

What does the setting need to do to improve?

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

- encourage more opportunities for children to talk about their feelings and self-regulate their own behaviour
- refresh knowledge on the most recent new curriculum updates and developments.

Setting details

Unique reference number	2568523
Local authority	Bromley
Inspection number	10239387
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	1 to 4
Total number of places	5
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Beckenham, in the London Borough of Bromley. She offers care during term time, from 7.30am to 6pm, Monday to Thursday. The childminder holds a relevant childcare qualification at level 6.

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 her evaluation of the setting.
- The inspector took account of the written views of parents.
- 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 interactions between the childminder and children.
- The inspector observed the quality of education being provided, indoors and outdoors, 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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