

Childminder report

Inspection date: 9 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle quickly into the childminder's welcoming and friendly environment. Young children separate well from their carers and enjoy cuddles on arrival. They confidently engage in activities of their choice and demonstrate that they feel safe and secure. The childminder encourages children's independence, for example, children take off their coats and shoes on arrival. Activities are child-led, and children seek the childminder and her co-childminder to join their play. Children enjoy extending their imaginations as they pretend to make 'tea at the diner'. They care for the dolls, dress up in costumes and take on the role of different characters. Older children play well with their younger peers before they go to school.

The childminder is a positive role model and has high expectations for children's behaviour. Children listen well to instructions and follow rules, such as tidying away their toys before making further choices. They are encouraged to use good manners and behave well. Children are given gentle reminders about sharing and understand the importance of being kind to their friends. They wash their hands before snack and return their plates to the kitchen when they have finished eating. This helps to promote children's self-help skills and teach them responsibility.

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

- The childminder plans a wide range of interesting activities across the curriculum and follows children's interests. She uses observations and tracks children's progress, which includes completing progress checks for children. The childminder has made improvements to provide a more purposeful curriculum. However, she does not consistently plan precise next steps in learning to maximise children's learning fully.
- The childminder supports children's communication and language well. She sits with babies, engages them in babble and uses facial expressions to extend their communication. The childminder engages children in conversations. She provides a commentary while they play and introduces new vocabulary. Children enjoy listening to stories and singing songs.
- The childminder reflects on her last inspection and makes improvements to address her previous actions. She keeps a daily record of the children attending and their times of attendance. The childminder also ensures that good hygiene routines are in place. Children understand the importance of washing their hands after self-care routines and before eating food.
- The childminder evaluates her practice with her co-childminder. They seek parents' and children's views and reflect on the service that they provide. The childminder has made the play space less cluttered and rotates the toys to maintain children's interest. She has completed mandatory training. However,

the childminder has not increased her own professional development to help her to extend her practice further.

- Parents speak highly of the childminder and the care that she provides for their children. They say that their children are making good progress with their communication and social skills. Parents state that communication is good, and they receive regular updates about their children's routines and learning. However, the childminder does not share children's next steps in learning or ideas to continue their learning at home.
- The childminder actively promotes children's understanding of mathematics during activities. For example, children count as they select small-world figures and sort them into groups. Babies roll balls down ramps and move their bodies to music. Older children play games and learn to match opposite concepts, such as fast and slow, heavy and light and tall and short, which increases their knowledge.
- The childminder plans activities and experiences to increase children's understanding of diversity. She helps children to learn about different festivals through sharing stories, tasting food from other cultures, doing craft activities and visiting places of worship. This supports children to gain an understanding of their local community and learn about what makes them unique.
- Children have opportunities to learn about the importance of healthy lifestyles. They increase their balance and coordination, such as through using equipment in the garden and at local parks. Children ride tricycles and scooters and climb the slide, which helps to extend their large-muscle movements. Babies are encouraged to build their core strength to support their future walking. Children eat nutritious snacks and meals and learn about good oral health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder uses daily checks and risk assessments to reduce any hazards and ensure that the environment is safe for children to play. She has recently updated her safeguarding training, including on issues such as radicalisation. The childminder has a good understanding of her responsibility to keep children safe. She recognises the signs and symptoms of abuse, and she knows the procedures to follow if she has any concerns about a child's welfare. The childminder has suitability checks in place, records any accidents and practises emergency evacuations to help keep children safe.

What does the setting need to do to improve?

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

- strengthen children's next steps in learning to ensure that they are more precise and build on what they need to learn next

- develop further opportunities to increase knowledge through continued professional development to raise the quality of education
- share children's next steps in learning and ideas to continue their learning at home with parents.

Setting details

Unique reference number	2571520
Local authority	Bromley
Inspection number	10245029
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	4
Number of children on roll	2
Date of previous inspection	19 May 2022

Information about this early years setting

The childminder registered in 2020. She lives in the Petts Wood area of the London Borough of Bromley. The childminder works with her mother, who is also a registered childminder. She provides care from Tuesday to Thursday, 7.30am to 6pm, for most of the year. The childminder has a level 3 childcare qualification.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance and suitability checks.

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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