

Childminder report

Inspection date:

19 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and ready to play with their peers. They feel safe and secure with the childminder. Parents comment that the setting offers a home-from-home environment. This helps babies settle quickly. Although at times some areas can become cluttered with toys, the childminder follows children's interests and lets them make their own play choices. However, the childminder does not implement a purposeful curriculum. She does not have a clear understanding of what she wants children to learn from activities. The childminder does not have enough knowledge of the progress check for children between the ages of two and three years. As a result, checks are not completed in a timely manner. Despite the weaknesses, children make progress in their learning.

Although the childminder does not maintain daily registers, she knows when children in her care arrive and leave the setting. This does not have a direct negative impact on children's learning. Children behave well and are inquisitive. They have healthy meals and snacks. Older children plant seeds in the garden and care for fruit and herbs. They develop a good understanding of life cycles. However, the childminder does not teach the children how to follow good hygiene practices. For instance, children do not wash their hands before snacks. Children develop their physical skills, having daily walks through the woods. They regularly see animals and explore the environment. This develops children's understanding of the world around them.

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

- The childminder and co-childminder encourage children to experience sensory activities. For instance, children spend time exploring the shapes and textures of the play dough, using different cutters and tools. Although children develop their small-muscle skills, the childminder does not consider what she intends children to learn from activities. The curriculum is not planned to consider the learning and development of individual children.
- The childminder has a good relationship with parents. She shares ongoing information about children's achievements to keep them up to date. Parents talk positively about the childminder and the co-childminder. They appreciate the daily updates. However, the childminder has not completed the required two-year-old checks. In addition, she has not focused on her own professional development to improve the quality of education.
- The childminder supports children to develop their understanding of how to keep safe outside. For instance, she reminds them to wear their hats when the sun is out because it is hot. Children understand the importance of staying hydrated. They access water throughout the day. Although the childminder provides a range of healthy snacks, she does not encourage children to wash their hands

before eating. This would help to teach children about germs and good hygiene.

- Children behave well. They listen and follow instructions outside. Children are kind and share resources with their friends. They are patient and take turns. For instance, older children wait until babies have safely gone down the slide before they have their turn. However, in the playroom, the childminder does not consistently encourage children to clear toys away so that children can fully benefit from the resources and activities.
- The childminder supports children to develop their mathematical skills. Older children are encouraged to count from one to nine. Young children identify the coloured discs before posting them in the slots. They confidently name 'green' and 'yellow.' Children develop their concentration skills.
- Children develop a love of reading. Throughout the day, children choose books to read alone or with the childminder. Young children cuddle up and show great delight as they identify different objects, such as 'shoes' and 'cup'. The childminder reads stories in an engaging manner and children listen intently. Older children talk about the characters and what is going to happen next. Children develop their communication and language skills. They confidently show visitors their favourite books.
- Children's physical development is supported well. Babies explore the space, inside and outside. They take great delight trying to catch butterflies in their nets. This strengthens their muscles. Children access a range of activities in the garden. They skilfully use bicycles and balls. The childminder visits local parks, where children can take risks and develop their climbing skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and co-childminder know how to safeguard children effectively. They have a good understanding of the signs of abuse, including issues such as female genital mutilation and domestic violence. The childminder knows how to report any concerns she may have about a child's welfare or concerns she may have about other adults. She keeps her safeguarding knowledge up to date through attending training courses. The childminder checks the security of the premises and has a clear understanding of how to evacuate the building in an emergency. This helps keep children safe from harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

complete the required two-year-old progress check and provide parents with a summary when children are aged between two and three years	28/06/2022
enhance children's understanding of personal hygiene to help them manage their hygiene needs	28/06/2022
keep a daily record of the names of the children being cared for on the premises and their hours of attendance	28/06/2022
implement a purposeful curriculum and consider children's individual developmental needs to support their learning and development.	28/06/2022

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

- establish effective ways to reflect on practice, swiftly identifying weaknesses in knowledge, and target areas to improve.

Setting details

Unique reference number	2571520
Local authority	Bromley
Inspection number	10232925
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

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, 8am to 6pm.

Information about this inspection

Inspector

Angela Colman

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder completed a learning walk with the inspector. The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector carried out a joint observation. They observed the quality of teaching during activities, indoors and outdoors. The inspector assessed the impact this has 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.
- The inspector asked the childminder questions at convenient times during the inspection to establish her understanding of how to safeguard children and how she assesses and plans for 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.

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