

Childminder report

Inspection date: 14 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children chat happily to their friends. They explore the garden and choose what they want to play with. Children ride on the toy cars, they play with sand and slide down from the top of the climbing frame. Children giggle excitedly with the childminder as she pushes them on the swings.

Children enjoy chatting to the childminder. She encourages them to learn new words by singing songs and reading stories. Children respond happily as she praises them. For example, when singing 'Row Row Row Your Boat', the childminder tells children, 'Well done, you are so clever'. Children are developing their independence. They are learning to try new activities and have go. For example, the childminder says, 'Hold on tight' as she teaches children how to ride on scooters. The childminder encourages children to keep on trying when they find things tricky. Children are confident and resilient learners who try hard.

The childminder has high expectations of the children. Children behave well. They are learning to be respectful of each other. They say 'please' and 'thank you'. Children are learning to share and take turns. The childminder gently guides them to let each other have a turn. They are learning how to be fair.

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

- The childminder plans a varied curriculum. She pays attention to the children's interests and creates activities that engage them. For example, when children were interested in transport, the childminder took them on a bus trip. This helps children stay engaged in their learning and make good progress.
- The childminder speaks to parents about children's previous learning and uses this knowledge to identify children's starting points. She regularly assesses the children's progress to check that they reach their learning milestones. She plans ambitious activities that focus on what children need to learn next. This helps prepare them for the next stage of their education.
- Children are learning to recognise numbers. The childminder plans opportunities for children to search for numbers in different places. For example, children find tennis balls on a local walk. They count them to make different totals. The children are developing an interest in mathematics.
- The childminder's curriculum is ambitious for all children. She presents information clearly and appropriately to children with a range of learning needs. Children with special educational needs and/or disabilities make good progress from their starting points.
- The childminder supports children's communication and language effectively. She asks questions and gives children time to respond. For example, when playing with the vehicles, the childminder asks, 'What's this?', 'Is it a crane?' and

'What does a crane do?' The childminder understands that reading books with children helps them to learn new vocabulary. Children are learning new language and using it in their play.

- The childminder helps children to make choices about their care needs. They find their own plate and wash their hands at lunchtime. Children are learning that they can do things for themselves. Babies go to sleep in a peaceful environment. As they wake up, they are greeted by the friendly childminder. Children are happy and ready to learn.
- Parents are happy with the care their children receive. Parents say that the childminder's clear structure and boundaries help children to behave well.
- Most parents report that learning milestones and achievements are effectively shared. However, the childminder does not fully explore ways to make information about children's learning clear to all parents.
- The childminder understands that children benefit from exploring their local community. They plan regular trips to a variety of local places, including the park and a variety of social groups. This supports children to learn about the world around them and how things work.
- The childminder provides children with opportunities to learn about cultures different to their own. However, the childminder does not fully explore ways for all children to share their home cultures within the setting.
- The childminder is reflective of her practice and regularly plans training with her co-childminder to further develop their knowledge. This helps them to keep their knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard children. Her and her co-childminder know the signs to look out for that a child may be at risk of harm. They know where to go to report any concerns. The childminder carries out regular risk assessments in the setting to ensure children are kept safe. She demonstrates a clear understanding of wider safeguarding issues, such as the 'Prevent' duty.

What does the setting need to do to improve?

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

- strengthen communication with parents so that all parents are able to fully access information about their children's learning
- seek professional development opportunities to help deepen knowledge and understanding about the cultural backgrounds of all children and use this to support all children to learn about their differences and similarities.

Setting details

Unique reference number	2571649
Local authority	Bromley
Inspection number	10250864
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in 2020. She lives in the London Borough of Bromley. She operates all year round, from 7:30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works alongside a co-childminder.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- 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 inspector observed the interactions between the childminder and children.
- 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.

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