

Childminder report

Inspection date: 13 December 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 are settled, confident and happy. They enjoy their time in the welcoming and warm environment. They are eager to join in with the interesting activities that the childminder carefully plans for them. For example, children who are intrigued by animals listen to songs about farms. They go on to visit a farm and a duck pond and experience animals close up. Children enjoy being creative. For example, they make prints using different items, such as leaves, and they paint on interesting materials, including pebbles. Children have good opportunities to be imaginative, including 'baking' in the play kitchen.

The childminder is a positive role model and this supports children to understand what is expected of them. Children behave well. For example, they listen to the childminder intently and follow her simple instructions. The childminder encourages children to share and take turns patiently. They take it in turns to hide and make each other jump in peekaboo games. Children have good opportunities to develop their physical skills. For instance, they explore different ways to move, such as crawling through tunnels. Children have good opportunities to develop their smaller physical movements. For example, they enjoy balancing balls on the top of cones.

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

- The childminder gets to know individual children well, including their personalities, likes and dislikes. She plans activities that she knows children will enjoy. The childminder knows children's routines, which ensures that she meets their needs and helps them to remain happy during their time with her.
- The childminder establishes secure and trusting relationships with children. Children have a good sense of belonging and a positive level of well-being. For example, they are excited to play hiding games with the childminder and they smile brightly and giggle happily as they play together.
- The childminder supports children, including the youngest children, to develop good communication skills. For example, she provides them with a running commentary, and children respond positively. They repeat simple words and babble back to her. The childminder engages children well. For example, she uses a wide range of gestures and facial expressions and varying tones of voice.
- The childminder supports children to develop a good understanding of other people outside of their own communities and experiences. This includes other cultures, countries and traditions. For example, children try on costumes from around the world, such as African gowns and Indian saris.
- Overall, parents speak fondly of the childminder. She communicates with parents in some effective ways. For example, at the end of each day she shares with them what their children have enjoyed doing. However, the childminder does not use effective ways to gather and share information about children's

achievements, their next steps and how parents can further support children at home. Therefore, she does not keep parents involved and informed effectively and provide children with the highest level of consistency in their shared care and learning.

- Overall, the childminder has a good knowledge of all areas of learning and keeps children engaged. Children have some good opportunities to explore and investigate. For example, they are keen to learn how to work a spinning top. However, at times, the childminder does not allow children to explore and solve their own problems. For instance, she is too quick to tell children how to complete a task. Therefore, at times, children do not have consistent opportunities to problem-solve and explore their own ideas.
- The childminder evaluates her practice effectively. She reflects daily on how well she engaged children in their learning. She uses her findings to support her future activity plans.
- The childminder is keen to keep up to date and build on her already good knowledge and skills. She carries out beneficial training. For example, she has recently learned about how to help promote children's physical well-being. This has helped her to ensure children have nutritious meals and a good balance of rest and exercise. Therefore, children learn about the importance of healthy lifestyles. This includes enjoying trying new healthy foods, such as butternut squash and avocado.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of safeguarding and child protection. She fully understands what to be vigilant for regarding the signs and symptoms of abuse, including radicalisation and extremism. The childminder knows who to contact to seek advice and how to raise and follow up any potential concerns. She understands how to manage any allegations against herself or other adults who live at the address. The childminder supports even the youngest children to understand how to stay safe. For instance, when they are walking in the community, she talks to them about traffic lights and crossing the road safely.

What does the setting need to do to improve?

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

- extend the ways to share information with parents about their children's progress and learning, to keep them further involved and informed
- provide more consistent opportunities for children to explore their own thoughts, to problem-solve with more independence.

Setting details

Unique reference number	2588090
Local authority	Bromley
Inspection number	10251163
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She is located in Orpington, Kent. She cares for children from Monday to Friday, from 8am to 6pm, all year around.

Information about this inspection

Inspector

Kelly Hawkins

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 their evaluation of the setting.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of the childminder's interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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