

Childminder report

Inspection date: 3 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming setting where children feel safe and develop a good sense of belonging. Children happily chat with her as they arrive back from dropping older children to school. Once inside, they remove their shoes and take their coats to hang up before settling down to play. The childminder helps them to form good attachments with her so that they feel safe and secure.

The childminder knows the children and their families well. She understands children's learning and development needs and has high expectations of what they can achieve. For example, she uses all routines and play experiences to help children develop good social skills, and high levels of emotional well-being. The childminder encourages children's good behaviour as they play and learn together. She helps children to grow in confidence and ability as they take part in all the activities provided.

Children show keen attitudes towards learning. They enjoy developing their interests and revisiting their favourite activities. For example, they become excited when the childminder suggests they go out to play with the water tray in the garden. They pursue their personal interests, for instance, as they pick dandelions and buttercups, plant seeds, and play on large apparatus. The childminder uses all opportunities to help children learn new skills.

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

- The childminder makes sure that her curriculum is equally ambitious for all children. She plans and provides a good variety of play opportunities based on children's unique starting points. She continually builds on what children already know and can do and plans for what they need to learn next, to help them progress well.
- The childminder methodically assesses children's development to ensure they continue to progress in the way she intends. She recognises where some children have gaps in their learning, including those directly attributed to the COVID-19 pandemic. She takes swift action to close these gaps so that children are ready for their next stages in learning.
- The childminder implements her aims for children's communication and language development well overall. For example, she narrates children's play effectively and teaches them complex words, such as, 'pipette' and 'scooping' during water play. Occasionally, she does not give children the time they need to respond to her questions before speaking again, to further encourage this area of learning.
- The childminder helps children to remember previous learning through

encouraging them to practise routines and experiences in small steps. Even children who have not been at the setting for some time remember routines, including those for toilet visits and handwashing. Children gain the skills they need to succeed in their future lives.

- Children confidently talk about their interests, such as the plants and animals they see on outings. The childminder encourages them to explore the concept of springtime and growth as they check their planted seeds and talk about flowers. Children learn that seeds need to remain covered by the soil to help them grow. They enjoy learning about the world around them.
- The childminder skilfully applies her curriculum aims for children's personal, social, and emotional development. She forms trusting relationships with children and helps them to learn about sharing, taking turns and interacting well with others. She encourages them to explore their emotions and feelings through discussions and the resources they enjoy playing with. Children play amicably together and behave well.
- Children enjoy many opportunities to follow their interests. Sometimes, the childminder steps in to help children or moves them on to the next thing before they have finished what they are trying to do. At these times, children have slightly less opportunity to persevere and work things out for themselves. This does not detract from the good-quality teaching in place overall.
- The childminder uses regular training opportunities and parents' views to continually improve her practice. Parents comment positively about the childminder's service. They feel their children are happy, settled and want to come every day. The childminder shares information with parents and other settings that children attend, to encourage consistency in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to safeguard children and regularly updates her knowledge of child protection issues. She recognises the possible signs of abuse and neglect and knows how to report any concerns about children's welfare. She understands the process to follow should an allegation be made against her or a household member and the matters that she must notify to Ofsted. The childminder risk assesses her home and outings carefully and encourages children to learn about personal safety. Children learn about crossing the road sensibly and why they should not run indoors, or enter the kitchen when the childminder is cooking.

What does the setting need to do to improve?

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

- give children the time they need to think about and respond to questions and suggestions, to further encourage their communication and language skills
- enable children to persevere and finish tasks before offering support or moving them on, to further encourage their concentration skills and ability to solve problems.

Setting details

Unique reference number	2616345
Local authority	Bromley
Inspection number	10264610
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	2 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Orpington within the London Borough of Bromley. Care is offered all year round except public holidays.

Information about this inspection

Inspector
Stephanie Graves

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 childminder.
- The childminder showed the inspector around her home and spoke about how she uses the different areas for children's care and learning.
- The inspector spoke with the childminder at convenient times and viewed some key documents and records.
- Parents provided written feedback that the inspector reviewed as part of the inspection.
- The childminder and the inspector jointly evaluated the effectiveness of an activity.
- Children approached the inspector to talk about their activities and to invite her to join them in the garden.

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 2023