

Childminder report

Inspection date: 4 July 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

Children receive good-quality education in the care of this calm and caring childminder. She creates a stimulating learning environment to support children's love of learning and promote their independence and self-help skills. For example, children independently use the toilet and remember to wash their hands. They enthusiastically choose from a variety of puzzles, small-world animals and favourite books.

The childminder successfully promotes children's love of books and early reading skills. Children listen keenly to stories about a pirate read by the childminder. She asks questions and explores ideas to help to stimulate children's imagination and recall. Overall, the childminder develops a curriculum to meet the individual needs of all children. She regularly checks what children know and can do, and what they need to learn next. Children make good progress from when they first start.

Overall, the childminder has high expectations for all children. Children use good manners, remember to take off their shoes indoors and help to tidy toys. They demonstrate that they feel safe and behave very well. The childminder skilfully explains to children what is happening next, such as during routines of the day, to help to support children's emotional well-being. Children show a positive sense of belonging and enjoy their time with the childminder. For example, they thoroughly enjoy a picnic in the childminder's back garden and concentrate as they play board games with the childminder and her family members. Children build positive relationships with the childminder.

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

- Generally, the childminder provides some opportunities for children to develop their understanding of family backgrounds, faiths and celebrations. For example, the childminder takes children out every day to help to promote their sense of self within the community, such as regular trips to the local library and toddler groups. Children enjoy meeting with other children at the park to help to promote their social skills. However, the childminder recognises that she could do more to help to promote what makes children unique.
- The childminder has a good understanding of the importance of working closely with other professionals for consistency in care, learning and children's safety. The childminder works closely with specialist teaching staff and health professionals to help to meet children's individual needs and support those children with special educational needs and/or disabilities. For example, the childminder and teaching staff have worked closely together to help children to follow routines of the day.
- Children benefit from plenty of fresh air and physical exercise. They have ample

time outdoors in the childminder's garden. For example, children sit under a large sun canopy as they explore the textures of sand. During the summer months, children successfully grow sunflowers and excitedly tell visitors just how tall they have grown.

- The childminder's curriculum intent is implemented well, overall. For example, the childminder recognises those children who may have gaps in their learning and development. She provides a targeted approach to ensure good outcomes for all children and that they are well prepared for the next stages in their learning. However, the childminder does not consistently plan challenging activities and experiences to help further extend children's learning to an even higher level.
- The childminder provides many learning opportunities alongside children's play. For example, she encourages children to remember the measurements of a sunflower. The childminder supports children to count and match dots as they play a game of dominos together and to recognise colours and shapes. This helps to support children's positive attitudes in early mathematics.
- The childminder recognises the importance of promoting children's communication and language skills to a good level. Interactions are very positive. The childminder introduces new words, such as 'scientist', 'spiky' and 'wobbly', which children use with increasing confidence. This further helps to extend children's growing vocabulary.
- Partnership with parents is promoted well by the childminder. The childminder keeps parents well informed about their children's learning and development and how they can support their children at home, such as with toilet training. Parents comment positively about their children's experiences, such as the weekly outings with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She accesses child protection training to update her knowledge of local safeguarding practice and procedures. She recognises the possible indicators of abuse and understands the procedures to follow in the event of a concern about a child in her care. The childminder provides a safe and secure environment. She completes daily checks of her premises to ensure it is safe for children to play. The childminder has a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- extend opportunities even further to enhance children's understanding of diversity and uniqueness

- continue to develop a challenging curriculum to consistently extend children's learning and development to help them make the best possible progress.

Setting details

Unique reference number	2621220
Local authority	Bromley
Inspection number	10300712
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 8
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 2021. She lives in West Wickham in the London Borough of Bromley. The childminder provides childcare from 7.30am to 6pm, Monday to Thursday, for most of the year. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Jane Morgan

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views 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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