

Childminder report

Inspection date: 4 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

Children are curious learners. They explore the childminder's home and make choices about what they want to play with. For example, children lead the childminder to the play kitchen to cook the pretend food they have made at the craft table. They listen to the childminder and answer her questions. Children are confident talkers. They hold thoughtful conversations with the childminder as they use their imaginations.

All children learn challenging new vocabulary. The childminder has high expectations of children. She checks their understanding of new words by asking questions. For example, children are introduced to the new words 'crown' and 'diamond' as they learn about the King's coronation. Children learn how to use new language appropriately. They speak with increasing confidence and fluency.

Children are happy and feel safe. Young children wake up when they are ready and cuddle the childminder. Children are able to express their needs and what they want to do. For example, children will confidently tell the childminder what they want and do not want to play with. They have a familiar routine. All children, including children with special educational needs and/or disabilities (SEND), know what to expect. Children feel secure and behave well.

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

- The childminder has a clear learning intent. She plans activities that cover the full range of skills and knowledge that young children need to learn. For example, children are supported to develop mathematical skills in a range of different ways. They count eggs as they crack them into a bowl and explore measuring as they scoop and pour objects into containers. Children are well prepared for the next stage of their education.
- The childminder knows that some children need additional help with their learning. She uses her knowledge of child development to identify gaps in knowledge and skills. The childminder works with parents to seek external support from a variety of agencies. The curriculum is ambitious for all children and meets their needs.
- The childminder finds out what children know and can do. She works with parents to get to know the children well. The childminder considers the interests and needs of all children when planning. She sequences her curriculum so that children can make links between experiences. Children are able to deepen their knowledge and understanding. They make sense of the world around them.
- The childminder plans activities that the children find interesting. However, the focused activities are not always closely linked to the skills and knowledge children need to develop. Children are not always eager to join in with activities.

They do not fully benefit from opportunities to be deeply engaged in their learning.

- Partnerships with parents are strong. Parents report that the childminder shares information with them about their children's learning. They say that the childminder helps them to understand what children know and can do. Parents say that this helps them to support children's learning at home.
- The childminder understands how to support children's communication and language skills. She reads to the children in a way that excites and engages them. The childminder talks clearly and clarifies when children do not understand. For example, the childminder asks what different characters are doing and why. Children are curious about books. They are developing a love of reading.
- The childminder understands that it is important for children to learn about differences. However, children are not always presented with a wide range of experiences to help them understand different people. Children are not always fully able to develop respect for other people.
- The childminder is reflective of her practice. She regularly arranges opportunities for continuous professional development. The childminder identifies training opportunities linked to the children's learning needs. For example, she is organising training to support her understanding of SEND. The childminder's skills improve over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the safeguarding issues that may affect children in her care. She has a procedure for reporting her concerns to the appropriate authorities. The childminder demonstrates that she knows the signs that a child may be at risk of abuse or harm. The childminder knows the action she must take in the event an allegation is made about an adult. She understands the factors that could affect her suitability. The childminder regularly evaluates her procedures for keeping children safe. She regularly updates her knowledge and skills by attending training.

What does the setting need to do to improve?

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

- develop the planning of focused activities further so that all children are eager to join in
- build on opportunities for children to learn about differences to promote an understanding of, and respect for, people, families and communities beyond their own.

Setting details

Unique reference number	2627049
Local authority	Bromley
Inspection number	10285303
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	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Chislehurst, in the London Borough of Bromley. She operates for 48 weeks of the year from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector
Kate Daurge

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including her aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the 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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