

Childminder report

Inspection date:

7 December 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 have a broad variety of exciting opportunities to develop their skills across the different areas of learning. The childminder gets to know the children attending her setting very well. This helps her to provide a learning environment that is safe and supports children's interests. Children are independent and confident when choosing resources and activities they want to play with. They settle well at the childminder's home. Children show they are happy and have a sense of belonging.

The childminder skilfully uses communication as a tool to revisit and guide children's learning. For example, when completing a puzzle with the children she demonstrates resilience in finding the right pieces, encouraging the children to stay on task. She talks about the colours and shapes of the pieces, implementing communication and language, emotional, physical and mathematical learning.

The childminder takes children on different outings in her local community. She researches what is available and assesses how these experiences can support the individual children's learning and development. Children learn things such as using quiet voices in a library and following road safety rules. This helps children to develop their social skills well.

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

- The childminder takes up training and professional development opportunities. However, these are not always focused on what she needs to develop further. There are minor inconsistencies in her practice, especially during adult-led activities and daily routines. For example, at snack time the childminder does not give children consistent experiences, such as peeling their own fruit.
- Communication, language and literacy are implemented well. The childminder ensures children have access to a variety of books to suit the differing ages and interests of children she cares for. All children enjoy listening to stories and are able to learn new words. The childminder reads with enthusiasm and is skilled at capturing children's attention and imagination. She uses past experiences to talk about the stories and pictures when looking at the dinosaur book which the children chose.
- Children are happy during their play and use the resources available to initiate their learning. The childminder knows the children very well and plans exciting activities and resources that support their learning. She engages in back-and-forth conversations with the children and asks them questions while they play. This helps children stay engaged and focused. They are confident talkers.
- Children have a positive attitude towards learning. They are eager to explore what is available to them. The childminder is a calm and positive role model, who regularly praises children's effort and achievements. This helps raise their

self-esteem. Children enjoy playing a fishing game with the childminder, where they learn about patience, turn taking and resilience.

- The childminder supports children well with healthy lifestyles. Children learn the importance of washing their hands and how to do this independently before meals and after using the toilet. The childminder offers children a balanced and nutritious menu. She works with parents to continue the learning about healthy lifestyles at home.
- The childminder supports children's learning effectively. She engages in their play and incorporates their next steps in learning to help them make progress. She uses her observations of the children to assess where they are in their development. This helps her to identify any gaps in their development. The childminder knows where to get guidance about children with emerging special educational needs and/or disabilities.
- The childminder develops strong partnerships with parents, which start at the beginning of the children's journey with her. She gets to know the children and the family and speaks to parents each day. She shares and completes progress checks with parents when children who are aged between two and three years. This supports better learning outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in safeguarding children. She understands the signs and symptoms that may indicate that a child is at risk of harm. The childminder is aware of the procedures she must follow to report any concerns she might have about the welfare of a child. She knows what to do in the event of an allegation about herself or anyone living and working at her property. The childminder carries out risk assessments and takes steps to minimise any hazards in her home. She helps children understand how to keep themselves safe. For instance, learning about road safety on their walk during outings in the local community.

What does the setting need to do to improve?

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

- continue to develop teaching skills further to help address minor inconsistencies, especially during adult-led activities and daily routines.

Setting details

Unique reference number	2643153
Local authority	Bromley
Inspection number	10305099
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	3 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the London Borough of Bromley. The childminder holds a relevant early years qualification.

Information about this inspection

Inspector

Anja Eribake

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 provider.
- The childminder showed the inspector the areas used for childminding and explained how her early years setting is organised.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- A joint observation of an activity was completed by the inspector and the childminder.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that these were having on children's learning.
- Relevant documentation was viewed by the inspector such as paediatric first aid, insurance and suitability checks.

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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