

Childminder report

Inspection date: 27 August 2024

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 promotes children's emotional well-being well. She teaches children to understand their own feelings. She supports children to identify their emotions and manage their feelings. Children learn to make good choices and be sensitive to the needs of others. The childminder builds warm and trusting relationships with the children. Children feel valued and safe. They develop secure relationships with the childminder and others. They feel happy and behave well.

The childminder considers the needs of all children to plan challenging activities. She supports children to enjoy a range of experiences that capture their interests. Children talk excitedly about their trips to the allotment and local park. They learn about different bugs and tend to plants. They respect and understand the world around them.

The childminder adapts her curriculum to the changing needs of children. She identifies the small steps children need to take to reach their milestones. Children make choices between suitably challenging activities. The childminder supports them to take risks in their physical play. For example, they cut up their own fruit and ride on wheeled toys in the garden. They are confident and resilient. Children have high levels of self-esteem.

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

- The childminder teaches all children to develop strong social skills. She understands that the quality of children's relationships with others is key to their future success. The childminder builds strong and trusting relationships with the children. She creates opportunities for children to express themselves to a range of other people. Children's social development is well supported. They make good progress.
- The childminder adapts activities to meet the needs of all children. She carries out assessments to identify children's starting points. The childminder tracks each child's individual development. She plans activities that challenge children to reach their developmental goals. Children make good progress. They are well prepared for the next stage of their education.
- The childminder teaches children to express themselves. She encourages children to hear ambitious new vocabulary in their play. The childminder demonstrates that she understands how children learn new language. However, on occasion, she does not always give children enough time to answer questions or use the new language they have learned. On occasion, not all children develop fluency at the highest level.
- The childminder supports children's emotional development well. She creates familiar routines that help children to feel safe. The childminder helps children

understand the rules of her setting. Children learn how to respect each other and their environment. This promotes children's emotional security.

- The childminder understands that some children need support to join in. She encourages children to make choices about what to play with. The childminder supports children to follow their interests. However, the childminder does not always adapt her teaching when children need support to concentrate. Opportunities for some children to become deeply engaged or try hard are limited.
- The childminder teaches children about healthy lifestyles. She talks to the children about the importance of a healthy diet. Children enjoy spending plenty of time outside in the fresh air. They learn that exercise and nutritious foods are good for their health.
- Partnerships with parents are strong. The childminder understands that parents play a vital role in continuing children's learning at home. Parents report that communication is effective. They understand what children are learning about. This helps them to extend their skills and knowledge at home.
- The childminder understands that some children may need additional support with their learning. She supports children who speak English as an additional language to learn and use English vocabulary. The childminder understands how to make links with professional partners to support children's development.
- The childminder is reflective of her practice. The childminder knows that continuing to strive for improvement is important. She regularly arranges training to help her develop new teaching strategies. This helps her teaching skills to develop over time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on good practice to support all children to have the most ambitious opportunities to use new language and develop their fluency at the highest levels
- develop how children are supported to develop their focus and concentrate so that opportunities for them to become deeply engaged are consistent.

Setting details

Unique reference number	2660867
Local authority	Bromley
Inspection number	10350697
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 3
Total number of places	2
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Orpington, in the London Borough of Bromley. Her operating hours are 7.30am until 5pm, Monday to Friday, all year round. The childminder holds an early years qualification at level 3. She provides funded early education for children aged two, three and four years of age.

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 childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector carried out a tour of the premises and discussed the suitability of the childminder's premises.

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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