

Childminder report

Inspection date: 19 November 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 offers children a wide range of learning opportunities to support children's learning and development. A key part of the curriculum is taking children on interesting, well-planned outings that enable children to develop independence, explore their senses and develop creativity.

Children are curious and show positive attitudes to learning. During an outing to a soft-play centre, they excitedly explore and develop confidence as they play and learn. They master climbing steps and giggle as they come down the slide. The childminder and her assistants support young children to explore the ball pool. They introduce simple mathematical concepts, such as naming colours and counting balls. Children show delight as they throw the balls into the air and try to catch them.

The childminder places a strong focus on children's developing independence and personal, social and emotional development. Playing together and having meals in small, sociable groups builds children's developing confidence to interact with others. The childminder supports children to express their feelings and share their ideas, which builds their communication and language skills. She is kind, caring and a good role model for children. The childminder shows patience and supports children to do things at their own pace. She praises children for their achievements, which boosts their confidence and self-esteem.

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

- The childminder is evaluative and regularly reflects on her practice to support improvements. She uses training opportunities well to develop knowledge and skills. For example, training on the use of sign language supports her to communicate with children more effectively. The childminder works well with her assistants to support children's care and learning. She ensures they receive the right levels of support to carry out their roles effectively. There are good induction arrangements in place so that assistants know what is expected of them.
- The childminder accurately assesses children's development on an ongoing basis. She uses this information to plan an ambitious curriculum that focuses on children's learning needs. The childminder works closely alongside parents to help address any additional support children may need. This means that children with special educational needs and/or disabilities make good progress from their starting points. Additional funding is used well to ensure all children can access the curriculum and benefit from interesting outings.
- The childminder supports children's communication and language skills well. Throughout activities, she models good conversational skills and introduces new

vocabulary. During a discussion about Christmas decorations, the childminder skilfully introduces new language, such as 'sparkly', and encourages children to recall their home experiences. This helps children to feel valued and have a sense of belonging.

- Overall, children benefit from the range of learning opportunities provided for them by the childminder. Daily outings to places such as woods, nature reserves and parks provide children with a wealth of opportunities to enjoy the natural environment. Making dens and climbing trees promotes their physical development. However, the childminder has not really thought about how outings, such as to a soft-play centre, can really benefit the physical development of the youngest children to extend their skills further.
- The childminder develops children's independence well. She supports them to take off their own shoes and coats. Children understand what is expected of them as they listen to instructions to support their safety. The childminder offers them plenty of praise when they achieve their goals. Children are developing the skills they need in preparation for school.
- The childminder and her co-childminder regularly share information about children's progress with parents. Written feedback from parents shows that they are very happy with the care provided to their children, who have made secure progress. They value the dedication and professionalism of the childminder. Although the childminder and her co-childminder know all children well, there is not an identified key person for individual children to enhance the targeted support for their care and learning to the highest standards.
- Children learn about good health and hygiene routines. Staff support them to wash their hands before mealtimes and they sensitively remind children to drink water after being physically active. The childminder is particularly interested in cooking and uses her skills to provide children with a range of home-made, nutritious and healthy meals and snacks.

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:

- strengthen the key-person arrangements to enhance the targeted support for individual children's care and learning to the highest standards
- further support babies' individual needs, particularly when on outings, to help them engage in more play opportunities to maximise their learning.

Setting details

Unique reference number	2758049
Local authority	Bromley
Inspection number	10349661
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	0 to 11
Total number of places	10
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023 and lives in the London Borough of Bromley. The childminder usually works with her co-childminder, and they have two assistants. They operate all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Laura Brewer

Inspection activities

- The childminder and inspector completed a learning walk to discuss how the setting is organised and the curriculum provided.
- The inspector joined the childminder and her co-childminder on an outing to a soft-play centre.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder, her assistants and children.
- The inspector took account of written feedback provided by parents/carers.
- The inspector sampled a range of documentation, including evidence of training attended.

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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