

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a home-from-home environment where children show they are happy and content in their surroundings. Children were sitting and eating breakfast and smiled at visitors when they arrived, showing they feel safe and secure around unfamiliar people in the childminder's home. They were enthusiastic and keen to show the toys they had to play with. For example, one child said, 'Look, quick, quick everybody,' with a big smile on their face.

Children behave well and show care and concern for each other. Older children help younger ones find toys and help them get ready to play. The childminder has high expectations for them and forms warm, close relationships with them. She is attentive to their needs and they come to her for a cuddle and some comfort when they need it.

Activities are child centred, and children choose what they want to learn and play with. The childminder joins in with, and discusses with them, what they are doing. She helps them learn about the world around them. For example, while using a doctor's kit, she says, 'Look your heart is beating fast because you have been crawling around.' Children learn how to take care of their own needs. They use the toilet and wash their hands independently.

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

- Children are making good progress. The childminder knows what she wants the children to learn. She uses observations and assessments of children to identify gaps and determine the activities she provides. These generally build on children's next steps to develop the skills they need in preparation for the next stage in their learning. However, the childminder sometimes misses the opportunity to provide children with enough challenge so that they move on quickly and do not just repeat the things they already know.
- The childminder uses continual dialogue and questioning, which helps children to build their communication skills and understanding of the world. She introduces new words to their vocabulary and explains things as they play. For example, when a child picks up a figure, she says, 'What has that person got? Do you know what it is? A camera. You can take pictures with it.'
- Overall, children behave well and display high levels of engagement and concentration. They respond positively to the childminder, who talks to them about taking turns and the importance of not doing things to others that they would not like done to themselves. However, the childminder occasionally forgets to remind children to be polite towards each other, for example by encouraging them to say 'please' and 'thank you'.
- The childminder is reflective and reviews her practice. She knows the importance

of keeping her knowledge up to date. She reads regular updates online and plans to arrange some in-person training in the near future to improve the care and learning for children.

- The childminder helps children to develop their mathematical skills. She uses numbers and other language with them as they play to help them make links in their learning. For example, when a child says 'twinkle, twinkle' and points to a star, she says, 'Yes it's a star shape.'
- The childminder works well with parents to share information and encourage children's learning. She has daily discussions and sends updates. She takes on board the parent's wishes and works with them to provide the best outcomes for children. Parents say that they find the childminder to be very flexible and responsive and that she communicates well with them. They also say that their children are always happy to come and feel comfortable, safe and are treated with respect and feel they are looked after well. They also comment on how clean and tidy the childminder's home is and that their children learn good hygiene routines, such as washing hands regularly.
- Children learn and develop an understanding of the world. For example, they learn about space while they play, as the childminder talks to them about aliens and planets. The childminder also discussed that they attend local playgroups and parks. This also helps children to develop their social skills and language even further in preparation for future learning and school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of child protection issues, including wider safeguarding concerns such as the 'Prevent' duty and female genital mutilation. She knows how to spot the different types of abuse and their signs. She knows who to contact and where to go to for help should she have concerns about a child's safety and welfare. The childminder carries out risk assessments and regular checks to ensure her home and resources are safe for children to use. Generally, children learn how to keep themselves safe around the kitchen. For example, they know to wait and not to pass a door threshold while she prepares food.

What does the setting need to do to improve?

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

- strengthen opportunities for children to learn about good manners to support them with their personal, social and emotional development
- provide children with even more challenge so they can move on from what they already know and can do.

Setting details

Unique reference number	EY100526
Local authority	Bromley
Inspection number	10234604
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	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2002. She lives in Bickley, near Bromley, in Kent. She provides childcare all day, weekdays for most of the year.

Information about this inspection

Inspector

Louisa Parker

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 inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation and qualifications.

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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