

Childminder report

Inspection date: 30 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's welcoming home. The childminder builds warm relationships with the children, which helps them to feel safe and have a strong sense of belonging. Children understand the daily routines and the childminder's expectations. They easily access the toys and resources and independently move around the nurturing environment. Children follow instructions well. For example, children tidy up their toys when they finish playing with them. The childminder offers a lot of praise, which boosts children's self-esteem and self-confidence.

The childminder plans an ambitious curriculum to provide children, including those with special educational needs and/or disabilities (SEND), with a range of meaningful experiences. Children benefit from exploring the local community. The childminder plans activities outside her home to give children new social experiences. Children regularly attend playgroup sessions and visit local parks. This gives them opportunities to develop their confidence with larger groups of children and supports their social skills well.

The childminder has high expectations for children's behaviour. The childminder continuously models good behaviour. She gently reminds children to say 'please' and 'thank you' to help develop their manners. Children are kind and respectful to their friends, such as when they take turns with toys and resources.

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

- Children choose what they want to play with from a wide variety of age-appropriate resources. Overall, they show high levels of focus and concentration in their play. For example, they spend a long time mark making using different coloured pencils and crayons. Children show positive attitudes towards learning.
- The childminder supports children in enjoying active and healthy lifestyles. She provides healthy and nutritious home-cooked meals, catering to the needs of all children. Children's well-being is further supported by giving them opportunities to enjoy daily fresh air and exercise in local parks.
- The childminder has a good understanding of how children learn. She conducts regular observations and assessments of children's learning and uses this information to plan activities to help them make progress. However, sometimes, the childminder does not target her planning precisely enough to allow young children to experience and engage in a wide enough range of real-life experiences. For example, children learn about fruits and vegetables using various plastic toys. This limits their involvement and does not fully maximise their learning experiences.
- The childminder recognises the importance of children developing good

communication and language skills. The childminder reads with animation and uses facial expressions to keep children focused and engaged. She asks children questions about the story and gives them sufficient time to think and respond. This helps children to develop their ideas and respond appropriately. Consequently, children are good communicators and they are well prepared for the next stage in their learning.

- The childminder forms good bonds with children to support their emotional development. For example, when young children become unsettled, the childminder offers cuddles and kind words, which helps the child feel secure. Children are confident and friendly.
- The childminder encourages children to be independent and care for themselves. She builds time into the daily routines to give them opportunities to learn and practise their skills, for example choosing activities independently and feeding themselves. However, at times, she does not allow children to attempt tasks for themselves, such as wiping their noses.
- The childminder demonstrates that she reflects on her practice and makes ongoing changes to her setting. She keeps herself up to date with training and knowledge that benefits children's learning. For example, she has attended several courses to help her support children with SEND.
- There is a good partnership between the childminder and parents. Parents say in their written feedback that the childminder communicates with them well and is caring, organised and professional. The childminder knows families well, and they keep in contact even as they grow older.
- The childminder completes regular safeguarding training to help her keep her knowledge up to date. She understands her safeguarding responsibilities. She consistently assesses the risks in her home, activities and outings to ensure the safety of children in her care. The premises are safe and secure.

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:

- sharpen the focus of planning to strengthen children's motivation and engagement in activities to extend their learning further
- encourage children to attempt tasks for themselves to develop their independence and self-care skills further.

Setting details

Unique reference number	EY262749
Local authority	Bromley
Inspection number	10316898
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 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 May 2018

Information about this early years setting

The childminder registered in 2003. She lives in Orpington, in the London Borough of Bromley. The childminder operates each weekday, except Thursday, from 8am to 6pm, all year round, except for family holidays or bank holidays. She holds a level 3 childminding qualification.

Information about this inspection

Inspector

Yemi Afolabi

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint evaluation of an activity that took place during the inspection.
- 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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