

Childminder report

Inspection date: 20 February 2023

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 share very nurturing and sensitive relationships with the childminder. She is extremely attentive to their needs and has high expectations of them, and they behave well. Children are emotionally secure and enjoy sitting with the childminder to share stories or to seek comfort when they want it. Children engage enthusiastically as they play with a wide range of resources and when the childminder joins their play. The childminder helps children to develop their communication and language skills very well. For example, she shares stories and children show enjoyment as they read along with her, calling out key words. They listen intently to new information and stories to develop their listening and attention skills.

Children learn to be independent in preparation for school. For example, they eagerly carry out small tasks and put on their own coats and shoes. Children are given choices and their opinions are valued and respected. This has a positive impact on their sense of self and their well-being. The childminder praises children for taking turns and is a good role model. She speaks to children with respect and values their ideas, which encourages them to do the same to others. Children are confident communicators and make good progress in their learning and development.

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

- The childminder has a good knowledge of the areas of development and what she wants children to learn. She knows the children well. With thoughtful observation and assessment, she identifies areas where children need support. However, at times, the childminder's intentions for children's learning are not specific to their individual needs. That said, children make good progress from their start points.
- The childminder is good at modelling language for children and introducing new vocabulary. She introduces new words, such as 'carpenter', as they look at books together. The childminder asks relevant questions during children's play to enhance their thinking and speaking skills.
- The childminder uses outings, such as meeting up with friends, to increase the children's confidence in different situations. Children enjoy visiting the local community for walks to the local country park to feed the ducks. The childminder uses these opportunities to teach children about taking risks safely. This supports children to develop their physical skills and emotional well-being.
- Children benefit from daily fresh air, exercise and activities that offer physical challenge. For example, they love climbing the steps to the climbing frame and throwing and catching balls. They ride on cars and balance bikes. The childminder encourages children to have healthy lifestyles. For example, they

use good hygiene routines, rest when they need to and discuss healthy foods at mealtime.

- The childminder skilfully teaches mathematical language as children play. For example, she encourages children's counting and number recognition. She talks to the children about the differently sized buckets as they build sandcastles. She supports children to problem-solve when completing puzzles, as they look at the straight and curved edges to join different pieces.
- Children are enthusiastic and motivated about the activities on offer. The childminder is a good role model and skilfully joins children's play to enhance their imaginative and creative skills further. For example, when children take it in turns to be a doctor and patient, she asks how the patient will get to hospital. This encourages children to think and share their own ideas.
- Partnerships with parents are good. Parents value the care their children receive. They speak highly of the information they regularly receive about their children's progress. However, although the childminder has developed links with other settings that children attend, she has not extended this to all settings to ensure continuity of care and learning.
- The childminder considers her provision and self-evaluates her practice. She has a good understanding of her strengths and areas for improvement. She collects parents' feedback through regular questionnaires and uses this as part of her evaluation process.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to promote children's well-being at all times. She attends regular training and has a solid knowledge of child protection and safeguarding matters. The childminder knows the actions to take if she has any concerns about children's welfare. She understands the procedures to follow if there is an allegation made against her, or against household members. She has risk assessment procedures in place to help her identify any hazards. The space used for childminding is clean and safe for children to play and learn in.

What does the setting need to do to improve?

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

- provide activities with a clear learning intention to meet children's individual learning needs
- strengthen partnerships further with other settings that children attend to support children's continuity of care and learning.

Setting details

Unique reference number	EY268262
Local authority	Bromley
Inspection number	10234739
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	1 March 2017

Information about this early years setting

The childminder registered in 2003. She lives in Beckenham, in the London Borough of Bromley. She operates her service Monday to Thursday, from 7.30am to 5.30pm, throughout the year. The childminder holds a level 4 childcare qualification. She offers funded places for children aged three and four years.

Information about this inspection

Inspector

Tracey Murphy

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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between children and the childminder.
- The inspector sampled written feedback from parents to gather their views.
- 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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