

Childminder report

Inspection date: 8 January 2020

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 benefit from the friendly, welcoming and homely environment that the childminder provides. Children have built strong attachments with the childminder and show that they feel safe and secure in her care. They happily explore the childminder's home and make independent choices in their play. Young children return for cuddles when they need them. The childminder knows the children very well. She is flexible during the day and accommodates their individual needs in a caring manner. For example, the childminder quickly responds to children being upset, hungry or tired and offers reassurance.

The childminder skilfully weaves mathematical language and concepts into children's play. For example, young children count as they use technology toys and learn colours as they build towers with bricks. The childminder introduces positional language as they push handles up and down on a trolley and shake instruments high and low. Young children listen to stories told enthusiastically by the childminder. They turn the pages of books independently and point at pictures. Children enjoy books with buttons and sounds. They press the buttons and dance to the music. The childminder sings and children eagerly copy her actions. The childminder has strong partnerships with parents. However, she does not always share children's next steps to enhance their learning at home.

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

- The childminder demonstrates her good knowledge of how children develop. She provides a broad range of toys and resources to support children's learning across the curriculum areas. She incorporates their interests into activities and builds on what children need to learn next. Children are motivated to learn and show good concentration skills.
- Children's communication and language skills are promoted extremely well. The childminder uses opportunities to model language effectively. She repeats words and encourages young children to copy her. The childminder provides commentary during play and uses clear language to support children's understanding. This helps children to extend their vocabulary and develop short sentences.
- The childminder has high expectations for children. She uses observations and assessments well to monitor their progress. The childminder plans enjoyable and challenging activities, including a good balance of adult-led and child-initiated play. She builds on what children can already do and extends their learning further.
- Parents are extremely positive about the care that the childminder provides for their children. They state their children have settled well and enjoy attending. Parents receive regular updates on their children's daily care and overall

development. However, the childminder does not always share next steps to support continuity and ideas to extend learning at home.

- Young children listen to the childminder and behave well. The childminder models positive behaviour, she talks to children in a calm manner and shows them respect. Children are encouraged to be independent and develop their self-help skills. They wipe their faces, help to feed themselves and tidy away their toys when they have finished playing.
- The childminder promotes healthy lifestyles effectively. She works with parents to ensure children eat nutritious meals and snacks. They have water available to drink throughout day. Children have daily access to the garden, and older children walk to school. The childminder organises trips to stay-and-play sessions, parks and the library. These support children to develop their physical and social skills and learn about their local community.
- The childminder is dedicated to her role and has a positive attitude to making improvements. She actively seeks views from parents and has addressed her previous recommendations to make changes to her practice. Although the childminder has completed mandatory training, she has not embedded ongoing professional development to raise the quality of her teaching to an even higher level.
- The childminder understands her responsibility to safeguard children. She teaches children how to manage risk and learn to stay safe. Older children learn how to cross the road on the way to school and discuss stranger danger. Younger children learn to sit on chairs safely and tidy away toys to give themselves space to play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection. She can provide examples of issues that would cause her concern about a child's welfare. The childminder has policies in place and understands the procedures to follow. She knows which professionals to contact if she needs to make a referral. The childminder is booked on a course to renew her training and ensure she keeps up to date with any changes. The childminder uses risk assessments and daily checks to ensure that any hazards are minimised. Suitability checks are maintained for all adults living in the home and the childminder is first-aid qualified.

What does the setting need to do to improve?

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

- share next steps and ideas with parents to support continuity and extend learning at home
- ensure programmes are in place for continuous professional development to

increase teaching to an outstanding level.

Setting details

Unique reference number	EY296008
Local authority	Bromley
Inspection number	10061932
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 May 2016

Information about this early years setting

The childminder registered in 2005 and lives in Anerley, in the London Borough of Bromley. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The childminder and the inspector completed a learning walk to discuss how the curriculum is planned and delivered.
- A planned activity was observed, and the childminder and the inspector discussed the quality of teaching.
- The inspector read feedback from parents and considered their views.
- The inspector sampled documentation, including evidence of suitability checks and qualifications, and children's learning journals.
- The childminder and the inspector held discussions at appropriate times during the inspection.

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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