

Childminder report

Inspection date: 20 July 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 thoroughly enjoy their time in the homely environment. Children benefit from the childminder's kind and nurturing approach. This means that children settle quickly and fully engage in learning. This demonstrates that children feel safe and secure in the childminder's care. Children form secure and meaningful relationships. They are keen to share their experiences and news as the childminder listens intently.

Children learn new skills as they receive support and encouragement from the childminder. For instance, children decide to make balls using play dough, the childminder reminds them of the hand movements to make the ball shape. This challenges their coordination and fine-motor skills as they hold the play dough in one hand while making circular movements with the other. Children continue to persevere until they form the shape successfully. Skilful modelling and meaningful praise help children to develop resilience and a sense of pride.

Children clearly have a love of reading and stories. For instance, they eagerly choose a book from the library bag and hurriedly sit with the childminder to listen to her read. Children sit for a long period of time as they are engrossed in each other's stories. They enjoy turning the pages and pointing to the pictures. Youngest children enjoy lifting flaps. Children develop good early literacy skills.

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

- The childminder plans a curriculum based on children's interests and self-chosen activities. She prioritises teaching children to have good social skills. For example, she regularly takes children to a 'club' she and colleagues started during the COVID-19 pandemic to support children's social skills. This helps them to learn how to play collaboratively with others. Consequently, children are confident in social situations. For instance, they enjoy chatting to the childminder and visitors as they play. Children have the social skills they need for future learning.
- The childminder understands the importance of supporting children's communication and language skills. Opportunities for children to learn new words are plentiful. For example, the childminder continuously repeats words and describes the meaning of new words such as 'balance'. Children happily repeat new words back to her. Children have a wide vocabulary and use this to talk about what they know.
- The childminder skilfully interweaves mathematical ideas into play. For example, children join in number rhymes and eagerly count backwards, they count and use fingers to represent numbers during play. Older children engage in role play and begin to understand monetary concepts, as they 'charge' the childminder

for her lunch. From an early age, children have a good understanding of numbers.

- Children benefit from good-quality teaching and interactions. For example, they show an interest in breaking the ice blocks to remove the sea creatures and ask for water to help them. However, the childminder does not vary her questions or make use of discussions to maximise children's learning. For instance, she encourages them to add the water, she misses the opportunity to deepen children's knowledge fully.
- The childminder focuses on offering children daily opportunities to be physically active in play. For instance, children smile with joy as they independently climb up and manage steps up to the grassed area in the garden. In addition, the childminder takes them on daily walks and outings, such as to parks and nature spots. This helps children to learn the large physical skills they need to explore their environment.
- Partnerships with parents are good. Parents say that the childminder shares close bonds with the children. They comment that children are 'excited' to go to her every morning. This helps children's well-being and confidence. Parents appreciate the daily feedback about their children's learning and development. This helps parents to extend their children's learning at home.
- The childminder keeps her professional development up to date. She attends regular webinars and training from other professionals to enhance her knowledge and skills. She seeks training to ensure that she is continually developing her professional knowledge and meeting the needs of children in her care. For instance, she selected training to develop her ability to provide targeted support for children through regular small-group times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities regarding safeguarding. She knows the signs that may indicate a child is at risk of harm. The childminder understands how to identify and report concerns, including should an allegation be made against her or a member of her household. She regularly refreshes her safeguarding training. She has an awareness of current child protection issues, such as the radicalisation of children. The childminder ensures the safety of children in her care. She conducts daily checks on her home and helps children to learn about keeping themselves safe. For example, she teaches children how to evacuate the home safely through regular fire drills and about road safety when on walks.

What does the setting need to do to improve?

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

- use opportunities to extend children's knowledge through varying questions and discussions, so they are able to make the deepest connections within their learning.

Setting details

Unique reference number	EY305495
Local authority	Bromley
Inspection number	10301094
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 January 2018

Information about this early years setting

The childminder registered in 2005 and lives in Orpington, within the London Borough of Bromley. She operates on Monday to Friday, from 7am to 6pm, all year round. The childminder receives funding for free early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including records of her paediatric first-aid training and suitability of household members.
- The inspector and childminder completed a joint observation and discussed the impact for children.
- The inspector took account of the views of parents.

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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