

Childminder report

Inspection date: 4 July 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant work very well together to create a warm, welcoming and engaging play environment for children. Their friendly, upbeat approach to routines and activities helps children to feel safe, secure and happy. Babies who are almost ready to walk shuffle around and enjoy finding and exploring the resources. Older children currently enjoy building on their interest in caterpillars and butterflies. They competently use checklists to tick off the different creatures and types of fruit they find printed on cards around the garden.

The childminder knows the children well and knows what they need to learn next. She follows her curriculum aims to continually encourage children to practise and learn new skills. She plans and provides purposeful experiences that build on what children already know and can do, so that they make good progress in their learning. Babies and older children are inquisitive and develop positive attitudes towards learning.

The childminder and her assistant keep children busy and occupied and gently remind them of how to play and behave positively. They encourage children to help each other. For example, older children move the ride-in car for babies and open the door so they can climb in. All children behave well.

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

- The childminder is well organised and monitors the work and ongoing suitability of any assistants she may use. She mainly works with the same assistant and, together, they complete training and reflect on their practice to continually improve children's experiences.
- The childminder implements her curriculum aims well. She presents learning opportunities to children in small, achievable steps to help them learn and remember more over time. For example, she revisits past activities about life cycles to check if children can recall previous learning before introducing new concepts.
- The childminder continually monitors children's progress and plans their next steps in learning. She uses what she knows about each child to help them progress well from their unique starting points.
- The childminder encourages children's personal, social and emotional development well, overall. She and her assistant encourage older children to complete tasks for themselves in readiness for starting nursery. They provide slightly fewer opportunities for babies to try simple tasks without support, such as using a spoon to eat. At such times, babies have less opportunity to practise doing things for themselves.
- The childminder is warm, caring and instils confidence in the children as she

praises their efforts. Her assistant is also skilled at encouraging children's participation in activities. For example, she prompts them to move in different ways to action songs. Children develop good levels of self-assurance and physical and emotional well-being.

- The childminder encourages children to play amicably together, to help one another and to behave in safe ways. She creates a busy and stimulating play environment and children are keen to explore and learn new things. They laugh and chat together and show a clear sense of belonging.
- The childminder and her assistant encourage children's communication and language skills well. They read stories, sing songs, ask questions and introduce new words, such as 'cocoon' and 'ladybird', to encourage children's language abilities. Sometimes, they do not encourage babies and younger children to lead communications and then respond to them, to further encourage their early language skills.
- The childminder helps older children learn to listen, follow simple instructions and focus on what is happening during their everyday routines and activities. Children become deeply engaged in their learning and concentrate for prolonged periods.
- The childminder works well with parents, keeps them updated about their children's progress and involves them in their learning. Parents value the childminder's updates on their children's progress and feel she helps them to develop well. The childminder also works with staff at schools and other settings to provide continuity of care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand the signs that may suggest a child is at risk of harm or neglect. They also know how to report any concerns about a child's welfare or the behaviour of any adults who come into contact with the children. They use regular training updates to keep their knowledge up to date. The childminder risk assesses her home, the garden and any outings to keep children safe wherever they go. She teaches children about keeping themselves and others safe as they play. For example, she explains that she keeps the sand covered in the garden so that it stays clean and safe for them to use.

What does the setting need to do to improve?

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

- allow babies and younger children to take the lead when communicating to help them make even more progress their communication and language skills
- strengthen opportunities for babies to practise doing more for themselves to further develop their early skills in independence.

Setting details

Unique reference number	EY311986
Local authority	Bromley
Inspection number	10280680
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 August 2017

Information about this early years setting

The childminder registered in 2005 and lives in West Wickham, in the London Borough of Bromley. She offers care all day, each weekday, and is open for most of the year. She holds an early years qualification at level 3. The childminder employs several assistants but works with the same one for most of the time. She is in receipt of funding for free early education to children aged three years.

Information about this inspection

Inspector

Stephanie Graves

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 showed the inspector around her home and explained how she uses the different areas for children's care and learning.
- The inspector spoke to the childminder, her assistant and the children at convenient times throughout the visit.
- The childminder and the inspector jointly evaluated the effectiveness of a planned activity.
- The inspector took account of parents' written views as part of the inspection.
- The childminder provided the inspector with a variety of documents and records to sample.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023