

Childminder report

Inspection date: 19 September 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 enjoy their time with the childminder in her safe and welcoming home. They have formed secure attachments with the childminder. They are reassured by her and settle in well. Children are confident and willingly share their experiences with new visitors. They talk about their recent visit to see the meerkats and birds of prey.

The childminder knows the children well. She plans for the next steps in their learning. She identifies some children who need further support with turn-taking and those who need help with their speech. They play an animal matching game, taking turns to select one card at a time and match them to their own cards. When they select the cards, they say what they see. The childminder repeats the words back, making gentle corrections to pronunciation. Children wait for their turn patiently and concentrate well. The childminder plans a well-sequenced curriculum, and this helps all children make good progress.

Children form strong friendships. They role play in the garden and pretend to be firefighters. They use their ride-on cars as a fire engine. Children talk to their peers about helping people. They step on the stepping stones and practise their coordination and balance. The childminder subtly steps back to allow the children to develop their leadership and problem-solving skills. Children are kind and respectful during their play.

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

- A range of outings and activities are planned for children, which helps them to learn about the local community. They visit the local parks and explore nature and wildlife. The children have been particularly interested in the refuse collection services, and they can identify the recycling logo. Children help the childminder sort recycling in her home. Children are beginning to understand the world around them.
- Children demonstrate a love for books. The childminder provides the children with a wide range of different reading materials. Children smile and giggle while the childminder reads 'Please Don't Chat to the Bus Driver' to them. They understand the story well and relate it to real-life experiences. Children summarise the story by explaining why the animal passengers should not talk to the bus driver.
- The childminder is a positive role model to the children. She invites children to engage in activities, and if they are reluctant, she encourages them calmly. She gently reminds children of her expectations and routines. As a result, children listen and respond well.
- High-quality interactions support children's communication and language

development well. The childminder engages in back-and-forth conversation with children as they talk about the choice of activities they have. Some children negotiate the routine with the childminder. They ask to have snack earlier and suggest that after snack they should play in the garden. Her flexibility develops children's decision-making skills.

- The childminder works extremely well with parents. They comment on the strength of communication. They are kept up to date with their children's progress, and they know what their next steps are. They are pleased with the vocabulary their children learn to use and the new experiences the childminder provides for them. Children recall strawberry picking during their summer trip, and they are excited to do this again.
- The childminder supports children to make independent choices about their play. She asks children to think about what they should wear as they get ready to go into the garden. However, the childminder does not fully develop children's self-care skills. For example, she cleans the children's hands at meal times and serves the meal portions to them. Consequently, children do not have the opportunity to practise these independence skills.
- Overall, the childminder supports children's understanding of safety and well-being well. The children walk the childminder's dog every morning, and she talks to the children about exercise and how this keeps them and the dog healthy. On the walks, they learn about road safety. She has not yet planned opportunities for children to learn about online safety.
- The childminder helps children to build their knowledge of early mathematics as they play with cars and ramps. When selecting the cars for the ramp, the childminder supports children with their understanding of mathematical vocabulary. She models how to use the terms correctly and, as a result, children begin to describe the cars as 'too big' or 'small' and 'heavy'.

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:

- encourage children to attempt tasks for themselves to develop their independence and self-care skills further
- enhance the curriculum to include opportunities for supporting children's understanding of keeping themselves safe online.

Setting details

Unique reference number	EY315432
Local authority	Bromley
Inspection number	10354851
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	2
Date of previous inspection	8 November 2018

Information about this early years setting

The childminder registered in 2005. She lives in St Paul's Cray, Orpington, Kent, operating in the London Borough of Bromley. She opens all year round, from 7.30am to 5.30pm, Tuesday to Thursday. The childminder receives funding to provide free early education for two-, three- and four-year-old children. The childminder has a relevant level 3 early years qualification.

Information about this inspection

Inspector

Davinder Dhaliwal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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