

Childminder report

Inspection date: 14 October 2022

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 are happy and confident. The childminder provides a welcoming, cheerful and friendly environment that allows children to be curious, explore and develop their learning. Children create good bonds with the childminder and their peers. They are well supported as they try out the resources available. Children develop their physical skills well as they move about with ease around the garden. They receive encouragement from the childminder, which effectively supports their confidence. For example, the childminder offers a helping hand to younger children as they learn to step over the edge of buildings and toys, such as ride-on cars. Children laugh and shout with glee as they go up and down the slide.

Children develop their fine motor skills well and learn how to handle tools carefully. They are becoming more independent. For instance, children who have recently started walking confidently master climbing equipment, such as going up and down the slide. Babies develop their self-awareness, such as their likes and dislikes. They observe and interact with different sensory toys, such as lights, mirrors and toys with different textures. They experience new sensations. For example, they smile and babble as they touch the different lights. Children are well behaved.

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

- The childminder is very calm and nurturing. She provides a very relaxed and inviting environment, which helps children to settle quickly. They benefit from opportunities to explore the surroundings and build a positive bond with the childminder. This helps to support children's confidence and promote a sense of belonging.
- The childminder regularly monitors children's achievements and reflects on the information that parents have provided about each child. She uses this information to help her identify what children know, can do and need to learn next. The childminder carefully tailors the curriculum for each child's learning. However, she is yet to gain information from other early years settings that children also attend to ensure greater continuity and help them make the best possible progress.
- Children are supported to become aware of different cultural diversities through books, stories and toys. The childminder helps children learn about similarities and differences in people and families. Children learn about respect and inclusion, which helps prepare them for life in our diverse society.
- The childminder helps children to understand the daily routine so they know what is going to happen and what to expect next. She teaches children to be polite, such as by saying 'thank you' and 'please'. They are becoming independent. For instance, babies learn to feed themselves with finger food.
- Children have access to a varied choice of resources and activities. The

childminder uses these skilfully to support and enrich children's communication and language skills. For example, she counts with children as they help themselves to the resources. The childminder talks about the colours, names items and comments on children's actions. For instance, while babies play with stacking cups, she comments, 'Big one,' and 'that one is on top'. She repeats what children say so they hear the clear pronunciation.

- Parents are very happy with the childcare they have chosen for their children. They particularly like the home-from-home environment and comment on the outings that their children experience. Parents receive information about their child's activities, achievements and next steps in learning. They comment on the progress their children have made. Parents have good bonds with the childminder and feel comfortable leaving their children in her care.
- The childminder supports children's physical health and well-being throughout the day. Children benefit from healthy and nutritious lunches and snacks, which they thoroughly enjoy. They exercise on a daily basis and learn how to keep themselves healthy. For instance, children learn to wash their hands before and after eating, and after coming inside from outside.
- The childminder reflects on and evaluates her practice and provision well. She has completed training, such as forest school training, to enhance children's learning outdoors even more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training and understands her responsibility to protect children from harm. She understands how to identify possible signs of abuse and neglect. She knows the procedure to follow if she has concerns about a child's welfare. She has a good knowledge of the wider safeguarding issues, including radicalisation and extremism. She has a 'no phone' policy in place. The childminder continuously assesses the environment for any possible risks. She takes steps to minimise these risks and supervises children well to ensure they do not encounter dangers which could result in injury. Children receive the support that they need to help them to learn how to stay safe. For example, the childminder checks with children to find out if they need help when climbing up the slide.

What does the setting need to do to improve?

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

- build partnership with other settings that children also attend to help strengthen the quality of learning experiences to even higher levels.

Setting details

Unique reference number	EY317873
Local authority	Bromley
Inspection number	10234978
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2006 and lives in Orpington, in the London Borough of Bromley. She works Monday to Friday from 7am until 5.30pm, all year round, except for bank holidays and family holidays. Very occasionally, the childminder works with assistants.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The childminder took the inspector on a learning walk around the setting.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector viewed written parent testimonials.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.

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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