

Childminder report

Inspection date: 14 June 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

The childminder creates a language-rich environment for children. She skilfully teaches children to learn challenging new vocabulary. The childminder pays close attention to what children say and extends their thinking in challenging ways. She models and repeats words, reinforcing new language skills. Children hear and say lots of ambitious language; they are excited to ask questions and repeat new words they have learned. Children are confident speakers. They have high levels of self-esteem.

The childminder gives children lots of praise and encouragement. Children feel successful. They show high levels of engagement and curiosity. Children concentrate and try hard. When they find things tricky, the childminder gently corrects them. Children know it is okay to get things wrong and try again. They develop high levels of resilience.

The childminder supports children to take care of themselves. She teaches them that looking after their own health is important. For example, the childminder teaches children about germs. She models how to wash their hands. The childminder shows children how to do things for themselves. Children are increasingly independent. They are very well mannered and kind to each other and the childminder. They are content and happy. The childminder's routines help them to feel safe. Children behave well.

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

- The childminder has a strong curriculum intent. She wants the children to learn the key skills they need to be ready for school. The childminder creates opportunities for learning based on the children's interests. Her curriculum is flexible; she adapts her teaching according to what excites the children. The childminder creates activities that the children find exciting and challenging. Children have high levels of curiosity in their play. They are well prepared for the next stage of their education.
- The childminder regularly assesses what children know and can do. She identifies gaps in children's learning. The childminder understands the small steps children must make as they practise skills over time. She uses this knowledge to plan a varied and challenging curriculum. Children reach their developmental milestones.
- The childminder understands that some children have special educational needs and/or disabilities (SEND). She uses assessment to identify any children who have gaps in their learning. She understands how to liaise with professionals to ensure children receive the right support. All children are well prepared for the next stage of their education.

- The childminder supports children's communication and language development well. She teaches the skills children need to engage in back-and-forth conversations. Children learn to label and describe their environment. The childminder supports children to meet and socialise with a range of people. Children develop fluency and confidence.
- Opportunities for children to explore textures and sensations are sometimes limited. Children have opportunities to explore some sensory play through nature, on walks to the local parks. However, the childminder does not provide a wide range of materials for children to further explore their creativity using different textures and sensations.
- The childminder teaches children to be respectful and tolerant of other people. She teaches them British values using clear expectations of behaviour. Children copy the childminder and routinely say 'please' and 'thank you'. They learn to take turns and share. Children are polite and kind to others. Children of all ages behave well.
- Parent partnerships are strong. Parents say that the childminder treats children as individuals and listens to what they want to do. The childminder provides regular updates on children's development. This helps parents to support their children's learning at home.
- The childminder creates routines that ensure children's safety and well-being. Children learn about healthcare practices from a very young age, for example during a nappy change. The childminder is sensitive and gentle, and care practices are good. She shares regular updates on care practices with parents. This promotes children's emotional well-being.
- The childminder is reflective of her practice. However, opportunities for continuous professional development are not always closely linked to developing teaching skills. Opportunities for her skills to continue to develop over time are sometimes limited.

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:

- further develop the provision of resources and opportunities for children to explore their senses and creativity with different textures
- further develop continuous professional development opportunities to help the quality of teaching continue to improve over time.

Setting details

Unique reference number	EY332558
Local authority	Bromley
Inspection number	10335783
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 2006 and lives in Bickley, in the London Borough of Bromley. She cares for children throughout the year, from Monday to Friday. Her operating hours are from 7.30am to 5.30pm. She works with an assistant. The childminder provides free funded education for children aged two, three and four years.

Information about this inspection

Inspector
Kate Daurge

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- Parents shared their views of the setting with the inspector.
- 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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