

Childminder report

Inspection date: 21 May 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 receive a warm welcome on arrival and keenly enter the home-from-home environment. The childminder knows the children well and builds on their previous knowledge and skills. She is very attentive to their individual needs and provides cuddles and offers reassurance. This helps children to settle quickly and feel emotionally secure.

The childminder provides an ambitious curriculum and includes children's interests in her planning. Children make choices and engage in a wide range of well-planned activities. The childminder extends children's learning, both inside and outside as they play. For example, she demonstrates making sandcastles and encourages children to try for themselves. Children practise their fine motor skills as they make marks with chalk, mix paint, and use a variety of tools. The childminder supports children to extend their concentration and pre-writing skills.

Children show a positive attitude to learning and behave well. The childminder uses a calm and caring approach and role models expected behaviour. Children learn the routine and know what is happening next. For example, they tidy up toys and understand the importance of handwashing. The childminder supports children to be kind to each other and share resources. She gives gentle reminders and shares stories to help with understanding emotions. This supports children's emotional and social development well.

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

- The childminder covers all areas of learning and meets individual children's needs. She uses observations, tracks children's learning, and identifies next steps. This ensures any gaps are addressed quickly and all children make good progress from their starting points.
- The childminder places a high priority on children's communication and language development. She encourages children to engage in conversations and asks meaningful questions. The childminder introduces new vocabulary, repeats words, and provides commentary. Children enjoy snuggling with the childminder for stories and extend their vocabulary as they learn songs and copy actions.
- Parents speak highly of the childminder and are happy with the care and learning she provides for their children. Parents state their children have made improvements in their language skills and confidence since attending. The childminder provides parents with daily updates on their children's routines and activities. However, the childminder does not consistently share next steps or ideas to continue learning at home.
- Children have opportunities to develop their physical skills and learn about healthy lifestyles. The childminder bakes with children and provides nutritious

meals, which encourage children to try new foods. The childminder facilitates yoga sessions and children use equipment in the garden and park. These activities support children's balance, coordination, and mental well-being.

- The childminder cleverly weaves mathematical concepts and language through play, which aids children's understanding. Children build with bricks as 'high as a beanstalk', and as 'tall as a giraffe'. Children draw and name shapes with chalk and count as they scoop sand. Older children identify bus numbers on the walk to pre-school and the childminder extends their knowledge of numbers.
- The childminder embeds a culture of diversity and inclusion. She teaches children about other cultures and celebrates different festivals. This helps children to learn respect for others and value their own uniqueness. Children regularly visit local groups and places of interest, which helps improve their social skills and increases their understanding of their local community.
- The childminder is proactive in keeping her continued professional development up to date and extending her knowledge and skills. The childminder regularly meets with local childminders to share ideas and has established links with the local authority. However, partnership working with other settings children attend is not as strong. Communication does not include sharing next steps to support children's learning effectively.
- The childminder regularly evaluates her practice. She focuses on the progress children make and reflects where changes can be made. The childminder rotates her toys and resources to help maintain children's interests. She uses ideas from training to make changes to her practice, which benefit the children. The previous recommendations have been addressed and children's independence has increased.

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:

- provide parents with more information about their children's next steps and ideas to continue learning at home
- strengthen partnerships with other settings children attend to ensure a consistent approach to care and learning.

Setting details

Unique reference number	EY348185
Local authority	Bromley
Inspection number	10347005
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 August 2018

Information about this early years setting

The childminder registered in 2007. She lives in Petts Wood, Bromley. She offers care for children all year round from 8am to 6pm, Monday to Friday. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Craig

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.
- The childminder and inspector carried out a learning walk together. The childminder talked to the inspector about her curriculum and what she wants the children to learn.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector spoke to parents and read written reviews during the inspection and took account of their views.
- The inspector observed the quality of education being provided and discussed with the childminder the impact this was having on children's learning.
- The childminder provided the inspector with 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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