

Childminder report

Inspection date: 17 January 2023

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 provides a friendly welcome on arrival, which helps children to settle quickly and feel secure. Children build strong attachments and have their changing needs met quickly, which enhances their emotional well-being. Children are encouraged to be independent. They take off their shoes and hang up their coats, which increases their self-help skills. Children attend to their personal needs and use utensils to feed themselves.

Children confidently make choices and benefit from the well-planned curriculum. They develop their fine motor skills as they persevere with puzzles and use tools to manipulate play dough. Children learn to problem-solve when the toy train stops working and identify that it needs new batteries. They test out their predictions to see which trains go faster or slower. The childminder extends children's knowledge as they add bricks and small-world figures to the carriages.

Children understand the rules and boundaries at the childminder's home. They listen well, follow instructions and tidy away their toys. Children share resources with their peers and take turns when they play games. They behave well and use good manners. Children have a positive attitude to their learning and are proud of their achievements. They receive praise, 'high-fives' and encouragement, which increases their self-esteem.

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

- The childminder gets to know the children well from the beginning. She gathers detailed information from parents, which helps her to identify children's starting points. The childminder uses observations and incorporates children's interests to help her plan a broad curriculum which covers all areas of learning. The childminder helps children to practise their skills and prepares them for the next stage of their learning.
- Children's communication and language skills are given a high priority. The childminder engages the children in meaningful conversations. She asks questions and gives children time to think and answer. The childminder repeats words to help children with their pronunciation. She introduces new vocabulary and shares stories.
- Parents speak highly of the childminder and the service she provides. They state that their children are happy and settled and have made good progress with their language skills. Communication is good, and parents receive daily updates on their children's routines and achievements. The childminder shares next steps in children's learning. However, planned topics and ideas to continue children's learning at home are not always shared.
- The childminder embeds a culture of diversity and inclusion into her practice.

She teaches children about other religions and cultures and celebrates festivals. Children who speak English as an additional language are supported to voice their home language alongside learning English. The childminder shares stories and uses activities to help children understand about differences and learn respect for others.

- The childminder uses opportunities well to extend children's knowledge of healthy lifestyles. Children enjoy physical activities inside, such as action rhymes, and using the equipment in the garden to develop their coordination and large-muscle skills. They follow good hygiene routines and understand that 'catching germs' might make them ill. Children eat vegetables with their meals and learn about the importance of cleaning their teeth.
- The childminder uses assessments well and carries out progress checks for children. These are routinely shared with parents. However, the childminder has not established partnerships with other settings children attend, to share their learning and promote a complementary approach.
- Children are enthusiastic about learning and increase their mathematical skills. They excitedly play games and count the spots on the dice. Children match coloured toy bears to the correct number and use tweezers to pick them up and put them into their pots. This extends children's understanding of capacity. They learn about speed, direction and size as they engage in play with the childminder.
- The childminder strives to provide a good service. She reflects on her practice and seeks parents' views to help her make further improvements. The childminder has addressed her previous recommendation and has made changes to ensure that all children are challenged during their play. The childminder completes mandatory training and keeps her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment is safe for children. She carries out daily checks and uses risk assessments to keep the home safe and free from hazards. The childminder completes safeguarding training, including training in the 'Prevent' duty. She knows the signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder has procedures in place and knows how to make a referral if she has any concerns regarding a child's welfare. The childminder supervises children and maintains the required ratios. Suitability checks are carried out for all adults living or working in the home.

What does the setting need to do to improve?

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

- develop partnership working with other settings children attend, to promote

consistency in their care and learning

- strengthen partnerships with parents by keeping them updated with learning topics and sharing ideas to continue children's learning at home.

Setting details

Unique reference number	EY385847
Local authority	Bromley
Inspection number	10263147
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 April 2017

Information about this early years setting

The childminder registered in 2009 and lives in Orpington, in the London Borough of Bromley. She works as a co-childminder alongside her mother, who is also a registered childminder. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday. She holds a recognised childcare qualification at level 3. The childminder provides funded early years 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 her evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector carried out a joint observation of an activity and discussed the impact on children's learning.
- The inspector took account of parents' views through speaking to them and reading written reports.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first-aid qualifications and evidence of insurance and suitability checks.

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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