

Childminder report

Inspection date: 26 June 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

Children are happy and settled and are making good progress in their learning and development. The childminder gets to know the children individually. Children form affectionate bonds with the childminder in this safe and nurturing environment. This helps her to assess as she follows children's interests and what they need to learn next. Children respond to the childminder's positive approach. Children are keen learners and are gaining high levels of self-esteem.

Children behave well. They enjoy the warm praise which the childminder offers. For example, children smile widely as the childminder praises their achievements, such as finding and matching the correct puzzle piece. The childminder is a positive role model which helps children to understand positive behaviours they should display. Children are developing their independence as they feed themselves and learn self-care as they wash their hands before mealtimes.

Children learn about the world around them. They benefit from taking part in lots of local activities, such as visiting local parks, interactive story and rhyme time at the library, or playgroups within the community. This helps children to feel part of their local community. Children develop language skills in a variety of ways with the childminder as they engage in conversations during their play together.

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

- Children benefit from a sequenced curriculum across all areas of learning as the childminder uses a child-led approach. She identifies areas where children need support. The childminder follows children's interests to enhance their learning. This being said, the childminder's intention for children's learning as she joins their play is not always specific to their individual needs. Although, children make good progress from their start points.
- Children have fun with the childminder, who is very involved in their play. She chats freely to them, offering a running commentary about what is happening. She regularly introduces new words, rhymes and songs. Children's language is developing well. However, at times, the childminder does not vary her questions to determine children's understanding.
- Children show good fine motor skills as they make marks during craft activities. They learn to take turns to use the equipment, confidently drawing around their hands and buttons to make faces. Children hear mathematical language woven into their play. The childminder talks about the size and shapes of resources, and encourages children solve problems as they find pieces to complete the puzzle. Children remain engaged for extended periods of time.
- The childminder is a good role model. Children delight as she joins their play and eagerly prepare breakfast and cups of tea with the role-play food. The

childminder skills enhances their imaginative play as she introduces different foods and equipment. It is clear that children have formed strong bonds with the childminder and demonstrate they feel safe and secure in her care.

- Children benefit from daily fresh air, exercise and activities that offer physical challenge. For example, children are encouraged to walk during pre-school collections rather than use the buggy. The childminder encourages children to have healthy lifestyles. For example, they use good hygiene routines, rest when they need to and discuss healthy foods at mealtime.
- Parents provide positive reviews about the childminder detailing the up-to-date information they receive about their child's learning and progress. Parents say their children are happy and developing well and that the childminder cares for them well. However, the childminder does not provide ideas to help support children's learning at home. She does not share information about children's learning with other settings children attend. Therefore, children do not have continuity of learning.
- The childminder demonstrates a clear commitment to improving her knowledge and skills. She has completed a variety of mandatory training courses. She evaluates her provision and practice, and has a good understanding of her strengths and areas for improvement. She has a clear plan for targeted continual professional development to enhance her skills and develop an effective setting where children make good progress with her support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to keep children safe. She ensures that she keeps her training up to date. The childminder demonstrates robust knowledge of the potential signs and indicators of abuse and neglect. She is aware of local safeguarding issues, and how these may impact on the children she cares for. There are clear reporting procedures in place should she need to report a concern about the welfare of a child. The childminder understands the process to follow should an allegation be made against her or a member of her household. Regular risk assessments ensure that hazards are minimised in the setting.

What does the setting need to do to improve?

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

- provide activities with a clear learning intention for children's individual learning needs
- adapt ways of questioning children to determine what they understand to plan for what they need to learn next
- improve partnerships with parents and settings the children attend to embed a consistent approach in supporting children's learning and development.

Setting details

Unique reference number	EY386458
Local authority	Bromley
Inspection number	10295409
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 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 December 2017

Information about this early years setting

The childminder registered in 2008. She lives in West Wickham, within the London Borough of Bromley. The childminder offers care from 7.30am to 5.30pm, from Monday to Friday all year round. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

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 setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided. She discussed children's progress with the childminder.
- The inspector observed interactions between the children and the childminder.
- The inspector looked at relevant documentation. This included evidence of the childminders' suitability, training record and safeguarding documents.
- The inspector took account of written reviews provided by parents.

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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