

Childminder report

Inspection date:

28 September 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 demonstrate that they feel happy and secure in the childminder's care. They move around the welcoming playroom with confidence, showing a strong sense of belonging. Children are keen learners and are excited to explore the range of activities on offer. The childminder builds her curriculum around children's learning needs. This results in children being constantly challenged and, consequently, they make good progress in all areas of learning. Children enjoy sharing books with the childminder. They offer their ideas as they point to different characters in the book. Children have strong speech and language skills, including those who speak English as an additional language.

Children have many opportunities to be outside. They enjoy the fresh air and trying new skills. For example, they learn to balance as they ride the scooter up and down. At other times, they play imaginatively in the playhouse and with the doll and buggy. Children are learning how to take care of themselves and manage their own risks. For example, they know to wash their hands before meals to prevent germs and to take care on the steps in the garden. Children enjoy regular trips to the local parks to develop their physical skills further as they use the larger equipment. Children play together well, and their behaviour is excellent.

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

- The childminder is nurturing and cares for the children. She plans a broad and well-sequenced curriculum, based on children's interests and next steps, that builds on what children already know and can do. For example, children are showing an interest in shapes. The childminder plans a variety of activities with children, such as shape recognition in the garden and painting, and then looking for shapes on walks and at parks in a larger environment, as they learn about the world around them.
- The childminder knows the children very well. She completes regular observations and assessments of the children. The childminder uses this information to help develop next steps for the children to achieve. However, occasionally, the childminder does not give children time to explore and investigate the activity to enhance their learning further.
- The childminder is passionate about developing children's communication and language. She maintains positive interactions with the children throughout the day. Children enjoy song and music time, often singing as they play, and having quiet time as they look at and listen to stories. Children eagerly share books they have chosen during weekly visits to the library. This supports all children, including those who speak English as an additional language, to make good progress in their language development.
- Mathematics is woven throughout the activities of the day. For example, as

children build towers with blocks, the childminder asks whose tower is taller, encouraging them to compare sizes. Children count as they look at books together. Children are acquiring early mathematics knowledge in preparation for later learning.

- The childminder supports children's independence well. She encourages children to put their shoes on ready for the garden and supports younger children to reach to wash their hands independently. Children enjoy carrying out small tasks and eagerly help the childminder to tidy up as they sing the tidy up song. This helps them to develop their confidence and self-esteem.
- Children enjoy a range of healthy meals and snacks while in the childminder's care. Mealtimes are a social occasion when children sit together and build on their social skills. Children have many opportunities to develop their physical skills as they visit parks, local woodland areas and community groups.
- Parents speak positively about the childminder. They say their children are very happy to attend her setting and develop a close bond with her. Parents state that the childminder provides a nurturing environment for children and that they are making good progress under her care.
- The childminder reflects on her practice continuously, seeking regular parent feedback. She completes regular training, investing in her own professional development in order to build on the quality of experiences offered to children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are the utmost priority for the childminder. She uses risk assessment effectively to keep children safe from harm. She demonstrates her understanding of safer sleep arrangements for children. The childminder has a secure knowledge of how to safeguard children. She understands the local safeguarding partnership's procedures for reporting concerns about children's welfare and any potential allegations made about her practice. The childminder maintains her knowledge through regular training. She maintains her first-aid certificate and ensures that suitability checks are carried out for adults 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:

- give children the time they need to explore and investigate independently during activities to enhance learning even further.

Setting details

Unique reference number	EY392051
Local authority	Bromley
Inspection number	10308282
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 3
Total number of places	12
Number of children on roll	3
Date of previous inspection	12 March 2018

Information about this early years setting

The childminder registered in 2009 and lives in Bickley, in the London Borough of Bromley. The childminder has a childcare qualification at level 3. The childminder offers care from 7.30am to 6pm on Monday to Friday, all year round. She accepts funding for the provision of free early years education for three- and four-year-old children.

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 provision.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of the written views of several parents during the inspection.
- 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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