

Childminder report

Inspection date:

29 September 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children arrive incredibly happy and eager to begin their day. They excitedly share their news with the childminder and her assistants. Adults listen intently as children talk, and they join in with their enthusiasm to start the day.

Children make excellent use of the vast array of resources, which inspire and engage them. The childminder knows the individual needs and interests of each child and skilfully plans an environment that reflects the learning needs of the children due in each day. For example, during the inspection, the role-play area was set up to represent a home environment. Children were engrossed in highly imaginative and complex role-play games, mirroring what happens in their home. Children particularly love engaging in pretend conversations on the telephone. For example, when the childminder pretended that their nanny wanted to talk to them, they confidently used their rapidly developing language and conversational skills.

The childminder expertly plans her curriculum to build on what children know and can do. As a result, all children, including those with special educational needs and/or disabilities (SEND), make exceptional progress. Children's behaviour is impeccable. They play together harmoniously. There is a positive culture of caring and sharing within the environment. Children learn to recognise their feelings and the feelings of others. The childminder skilfully uses a range of effective methods to help children learn to manage their own behaviour. For example, a 'feelings octopus' helps to provide a visual prompt for younger children. Laughter is contagious. Children enjoy initiating games that staff then join in. For example, children run and giggle as they avoid being caught by the staff as they play, 'What's the time Mr Wolf?'

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

- The childminder has high expectations for children. She provides a good level of support for her assistants to ensure that they have the skills and knowledge that they need. All adults are highly skilled at promoting children's learning through well-planned and interesting activities. For example, when playing outside, the children explore natural items which represent the season, such as conkers, leaves and acorns. The childminder and her assistants expertly build on children's fascination to introduce new language and extend their knowledge of the natural world. This two-way interaction between the adults and children very successfully supports knowledge to be embedded.
- Adults provide fantastic and exciting opportunities for children to explore their community. Children have hands-on experiences of the topics that they are learning. For example, they take train rides to London. The childminder provides laminated cards with London attractions on, which children mark off as they

explore the city. When children show new interests, the adults support these. For instance, when a child had a new fascination with fire engines, the children took a trip to the local fire station. They had the opportunity to climb inside the fire engine and explore the station.

- The childminder skilfully and consistently reviews her provision. She is always thinking about what she can offer the children to inspire their learning and development. For example, children very successfully plant and tend fruit and vegetables in the childminder's allotment. As the children love this experience so much, the childminder has obtained a second allotment space that is used for forest school activities. Children have the opportunity to be out in the fresh air. They develop their natural curiosity and physical development as they spend the whole day exploring the outside and nature. Adults involve children in planning their days, which enables them to lead their own learning. This prepares children well for their future life as independent learners.
- Parents speak incredibly positively of the childminder and her assistants. They praise the consistent and highly effective communication. Parents of children with SEND feel fully supported. Parents love the feel of the provision. They comment how content their children are and how the childminder and her assistants have their children's best interests and well-being at the heart of all they do.
- Adult interactions with the children are outstanding at developing children's speech. For example, they make superb use of questioning to challenge children's thinking as they play, and they give children time to think about their replies. The childminder and her assistants regularly sing with the children. In addition, they inspire children to develop a love of books. Children show delight at being included in shared reading experiences. Children enjoy story times with other children at the local library, where they benefit from the opportunity to choose books to take back to the setting and share with their friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that there is an ethos of positive safeguarding across the setting. The environment is safe and secure, with thorough procedures in place for ensuring that children are only collected by suitable people. The childminder ensures that her assistants are suitable to work with children. She updates her knowledge of safeguarding practices regularly and shares this with her assistants. The childminder has an understanding of current risks to children and of wider safeguarding issues, including female genital mutilation, radicalisation and how to challenge racism. There are clear procedures in place that everyone understands should an allegation be made against the childminder, her assistants or people living at the premises.

Setting details

Unique reference number	EY393103
Local authority	Bromley
Inspection number	10235309
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	6
Number of children on roll	9
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2009 and lives in West Wickham, in the London Borough of Bromley. She operates all year round from 7.30am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant early years qualification at level 3. The childminder has three assistants, who she works with at different times.

Information about this inspection

Inspector
Kelly Southern

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed interactions between the childminder, assistants and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- 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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