

Childminder report

Inspection date: 27 March 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have formed strong attachments with the childminder and her assistant. This helps them to feel safe and secure. Babies seek out the childminder for cuddles of reassurance. They feel calm and content in the childminder's care. The childminder and her assistant are caring and effective at prioritising and meeting children's individual needs.

The childminder allows children to choose and lead their play to help support their confidence and engagement. Children are absorbed and focused in their play. They are imaginative and play with a purpose. For example, after listening to a story about dinosaurs, children decide to use construction blocks to build a castle as a home for the dinosaurs. The childminder and her assistant encourage children to use the knowledge that they have acquired to carry out this task successfully.

Older children are articulate and confident communicators. They use a good range of vocabulary while discussing their day at pre-school and what they have learned. The childminder is effective at supporting children's language development. She introduces children to new words and sentences through back-and-forth conversations and stories.

The childminder and her assistant are respectful towards the children. They encourage the children to share and take turns during play, and they remind them about expectations for their behaviour. Some children have formed friendships and play together well. Others are beginning to understand the expected behavioural boundaries.

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

- The inspection was carried out following historical information received about the setting. The childminder had not shared this information with Ofsted at the time, as required. However, this has no impact on the care provided for children and the childminder is now fully aware of her obligations in relation to this matter. The childminder attends regular safeguarding training and reads statutory guidance to help ensure that she meets all requirements of registration.
- The childminder implements a broad and challenging curriculum. She regularly assesses children's development and progress in order to identify what they need to learn next. Children benefit from a wide range of learning experiences that capture their interests and support their development. For example, children enjoy climbing different apparatus in the childminder's garden. They visit the local community and playgroups to interact with other children to support their social skills. Furthermore, children embark on nature trips to explore and learn

about the environment. These activities successfully support children's physical development and understanding of the world.

- Children's voices are heard, and the childminder and her assistant are vigilant in ensuring that no child is overlooked. They work closely with parents to help ensure that the teaching and learning are tailored to the needs of each child. Children who are exposed to other languages at home have become very confident and fluent in speaking English. Older children can recognise numbers and letters of the alphabet. Children acquire essential skills for future learning, including starting school.
- Partnership with parents is strong. The childminder knows the children and their families well to help meet children's needs. Communication between the childminder and parents is very effective. Parents are kept up to date with what their children are learning and the progress that they are making. Parents give extremely positive feedback about the care and learning that their children receive in the childminder's care.
- The childminder and her assistant encourage children to be kind. They offer lots of praise throughout the day, which helps to boost children self-esteem. However, there is a slight weakness in how they support all children to become independent learners and understand what behaviour is acceptable. For example, although they have identified toilet training as a next step for some children, they do not consistently encourage this at the setting. In addition, some younger children do not yet understand how to play nicely with others.
- The childminder has regular discussions with her assistant to monitor her practice and identify areas to improve. However, the current monitoring arrangements are not robust enough to identify and address minor weaknesses in the assistant's teaching skills.

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:

- implement the curriculum for supporting children's personal, social and emotional development more consistently to further support children's independence and their understanding of the expected behavioural boundaries
- strengthen processes for monitoring and supporting the assistant to help identify and address minor weaknesses in their teaching skills and to ensure consistently high-quality interactions.

Setting details

Unique reference number	EY394167
Local authority	Bromley
Inspection number	10334340
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 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	30 October 2018

Information about this early years setting

The childminder registered in 2009 and lives in Petts Wood, in Orpington, Kent. She operates for most of the year, Monday to Thursday, except for family holidays and bank holidays. The childminder provides funded early education for three-year-old children. She works with an assistant.

Information about this inspection

Inspector
Josephine Afful

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 areas of the home used for childminding and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the childminder's teaching and held discussions with her about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to some parents and looked at completed evaluation forms during the inspection and took account of their views.
- The inspector observed the interactions between the childminder's assistant and children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024