

Childminder report

Inspection date:

25 February 2020

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 thrive in this enabling environment. Babies are extremely happy and content. Children form exceptionally close bonds with the childminder and display a strong sense of security and belonging. This helps babies to settle very quickly. The childminder plans an exceptionally broad curriculum that follows children's interests. From a young age, children have the opportunity to learn about their similarities and differences. During circle time, older children are eager to describe what they are doing in their photographs. Children use all their senses to extend their learning. They listen to Chinese music and try to identify the new instruments they can hear. The childminder encourages children to use technological resources to extend their learning. Children learn how to say 'hello' in other languages. They extend their vocabulary and learn how words have different meanings. In addition, they develop an excellent understanding of the wider world. Children's behaviour is outstanding. Babies respond to the needs of their friends. They show this when they say 'have' and share toys during imaginative play. Older children skilfully learn how to manage their feelings. For instance, the childminder gives them time to think and suggest some options to help resolve challenging situations. All children make exceptional progress in their learning.

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

- Children explore a wealth of outdoor environments to keep them physically active. For example, the childminder organises sports days with other childminders. Children take part in simple competitions. They skilfully manage their feelings as they learn about winning and losing. Their behaviour is exceptional. This helps to build on children's excellent well-being and self-esteem. They also develop their social skills.
- The childminder maximises the opportunity to develop her practice through training and research. She reflects exceptionally well by asking herself, 'What it is like for a child in my setting?' She gathers feedback from parents and children to help improve the setting. This is evident, for example, from the changes she made to menus following local authority initiatives and discussions with parents on healthy eating and reducing sugar in snacks and meals.
- The childminder uses inspiring methods to teach children how to keep themselves safe. For example, children learned which berries are safe to pick during trips to the park. They understand why the fruit needs to be washed before it is eaten. Additionally, children develop an excellent understanding of how to keep healthy. From a young age, children develop a strong sense of independence through daily routines, such as brushing their teeth after meals.
- The childminder is meticulous in gathering information about children and their families before they start at the setting. For instance, parents provide information about what their children know and can do. Parents comment on the

detailed reports about their children's learning and development, and the support they receive. In addition, the childminder works closely with other settings that children attend. This provides outstanding continuity of care.

- The childminder has high expectations of all children. This is evident during creative play. Children sustain their interest during activities. For example, young children learn how to manage scissors with support from the childminder; she constantly introduces new language, such as 'blade' and 'sharp'. Older children confidently count and match shapes such as triangle and square. All children excel in their learning.
- The childminder provides highly effective methods to build on children's literacy skills. From a young age, children begin to recognise differences in words. For instance, babies find their coat peg by identifying the sticker next to their name. Older children confidently identify their name when they hang their coats up. Children are extremely well prepared for the next stage of their learning.
- The childminder provides children with a range of activities to support their sense of awe and wonder. As a result, children are highly motivated. For instance, during messy play, babies find objects hidden in shredded paper and leaves. Older children use scales to measure. They delight in working things out for themselves as they explore concepts such as 'heavy' and 'light'. Children develop excellent mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that safeguarding children is paramount. She understands the signs that may indicate a child is at risk of harm. In addition, she is confident in her ability to report concerns about a child's welfare. The childminder ensures that she receives regular updates from leading child protection organisations. She also understands the 'Prevent' duty and wider safeguarding issues, such as female genital mutilation. The childminder teaches children how to keep themselves safe. For example, children know they need to wear helmets when they use scooters outside.

Setting details

Unique reference number	EY394210
Local authority	Bromley
Inspection number	10137806
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	0 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 August 2015

Information about this early years setting

The childminder registered in 2009 and lives in Beckenham, in the London Borough of Bromley. She operates all year round from 8am to 6pm, Monday to Thursday.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector completed a learning walk with the childminder, who explained how she provides for children's learning and development.
- The inspector spoke with children and read written feedback from parents.
- The inspector observed children's self-chosen play. She carried out a joint observation with the childminder of a planned activity.
- Relevant documentation and online systems were discussed with the childminder to understand how she plans for children's learning and how she monitors the quality of this progress.

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 2020